

LAE 6339 Edge

Narrative Perspective Unit Plan

By: Elizabeth Magulick, Christopher Pauling, & Jeff Zacharias

4/28/2011

Table of Contents

Rationale.....Page 3

Goals and Rubrics.....Page 9

 Goals – Page 9

 Reader Response Journal Rubric – Page 10

 Media Perspective Project Rubric – Page 13

 Author on Trial Rubric – Page 19

 Quiz Rubric – Page 24

 Papers from Another Perspective Rubric – Page 25

Introductory Lesson.....Page 28

Week 1 Lessons.....Page 36

Week 2 Lessons.....Page 45

Week 3 Lessons.....Page 59

Week 4 Lessons.....Page 68

Week 5 Lessons.....Page 83

Week 6 Lessons.....Page 95

Week 7 Lessons.....Page 105

Jigsaw Activity.....Page 109

Unit Calendar.....Page 113

Rationale

A major problem in adolescent literacy development is the tendency to passively accept information that is given to them. Whether it is through the media, word of mouth, or literature, teenagers have a tendency to believe what they see, hear, and read without considering motives behind the sources of their information. The heart of this unit aims to present different narrative perspectives to students and encourage them to think critically about them and question the legitimacy of their information source. This unit is also intended to provoke students to consider multiple perspectives when a story is presented to them and understand that the point of view influences what is said and how it is presented. In literature, the narrator's perspective is perceived to be accurate; however, that is not always the case. This unit will introduce students to reliable and unreliable narrators, and we will focus on how the narrator's perspective affects the reader's perception of what information is factual and what is not. Within this unit, students

will learn that understanding narrative perspective is paramount to adequately demonstrate knowledge of a text. They will also learn to be aware of multiple perspectives in any given situation they encounter in life, not just the one point of view presented to them. Finally, students need to be cognizant of the difference between perception and reality. Students must learn the importance of gathering reliable information, and in the process considering sources and questioning motives in order for them to make the best judgments possible. Through a variety of texts, students will be exposed to questionable narrators that will prompt them to think about narrative perspective on a deeper, critical level. Beyond this unit, students will hopefully be encouraged to take a more active role in reading and have improved in their literacy development.

This unit is designed for 10th and 11th grade AP English and Standard English students. The texts chosen to teach students about narrative perspective are *The Yellow Wallpaper*, *The Fall of the House of Usher*, *Why I Live at the P.O.*, *A & P*, *My Last Duchess*, and *The Adventures of Huckleberry Finn*. Understanding the point of view of the narrator is an integral part of understanding a text as a whole. Teachers need to be asking students to ask questions as they are reading, such as, Is the narrator trustworthy? How smart is the narrator? What is the narrator's socio economic status (because it may influence their beliefs and opinions)? Is the narrator's knowledge about the other characters limited? Is there testimony or action that conflicts with the narrator's version of events and people? If there is more than one narrator, which one is most reliable and why? Is there significant distance (emotional, intellectual, psychological, moral) between the reader and the narrator, explain? How does the reliability of the narrator affect our understanding of a story? How does the narrator's involvement influence the impact of the story? All of these questions are important because they help readers formulate a judgment about the narrator and determine whether their words are reliable. Often times, readers are going to have to make inferences on their own. According to Julie Gorlewski, from the National Council of Teachers of English, "Inferring is a skill that is difficult for many students to grasp" (Gorlewski 2009). She explains that although it is a difficult skill for many students to learn, inferring is a critical step towards improving comprehension. She urges teachers to provide direct instruction of this skill as often as possible. Author Gregory Curry states, "The problem is that if we no longer make inferences, it becomes crucially unclear what is happening" (Currie 2007). Throughout the unit, the use of modeling, the thinking aloud method, and scaffolding will illustrate how to make inferences.

One of the first pieces we will cover in this unit is Robert Browning's poem *My Last Duchess*. A Duke is giving the emissary of his future prospective wife a tour of his art collection. A passive reader would consider the speaker's perspective as the justifiable truth and think nothing of the conversation that took place. Yet, an active reading of the poem and some insight on narrative perspective would allow the reader to infer that the Duke is ironically explaining to the emissary of his prospective future wife that he killed his last wife for smiling too much and keeps her memory alive through a painting! Even more absurd is the casual

manner in which the Duke explains his rationale for killing her and so nonchalantly moves on to describing the next piece of art. A deeper understanding of the poem takes place when readers have an awareness of narrative perspective and the ability to make inferences. It is important for teachers to make students aware of the ways in which an author can manipulate the narration of a piece of literature. Teaching students about these techniques will allow them to think more critically about what they read and help improve their literacy development.

Another important aspect to the exploration and studying of narrative perspective is that it is not simply an aspect of writing. It is representative of everyone's individual perspectives and how they view and interact with the world. These perspectives are influenced and shaped by our identities and our experiences. Today, students live in a diverse world, in which there exist a multitude of different perspectives. Teacher Jennifer Trost, from Utica College in New York, believes in using personal narratives in her classroom to teach global perspective. She says, "Since one of the goals of a liberal arts education is to prepare students for the world they will face, students need to know how to discuss other cultures. They need to be able to identify with other values and world-views since they live in a world of competing ideologies, of which theirs is only one" (Trost 2009). By studying narrative perspectives, we are creating awareness of these multiple perspectives, allowing students to understand and better interact with those who are different than they are.

In today's world, there still exists much hostile dialogue when we are approached with different perspectives. Things like politics, religion, sexuality, race and so on are often met with hostility. We as humans often fail to try and understand differences, and instead react to them with confusion and defensiveness. Our world is constantly changing and growing, and these different perspectives are present more than ever in the life of the typical teenager. Thus, through studying perspective through literature, and exposing students to differing narrative perspectives, we can connect it to the real world of differing human perspectives. This is a real world connection that we can make between the literature and the lives of our students. The point of this particular aspect of the unit is to show students how individual perspective is affected through personal experiences (through the perspectives of the various narrators) and create an awareness and better understanding of the differences around us.

The texts chosen for this unit provide different narrative perspectives. For example, *The Yellow Wallpaper* by Gilman is told from the perspective of a woman who experiences symptoms of schizophrenia from being locked inside a bedroom. The idea is to expose students to different and maybe even entirely new perspectives so they can learn to understand and empathize. The culminating text for this unit is *Huckleberry Finn* by Mark Twain. The novel is often controversial, especially because of the use of a certain racial slur, the word "nigger." This book is on the American Library Association's list of most frequently banned books for the use of offensive language. However, we can use the controversy to our advantage in studying narrative perspective. If we are operating under the idea that perspective is built on identity and

experiences, we could explore why, from Huck's perspective, is the language considered acceptable? We could explore that Huck may not be a bad person, or a racist by today's standards, but that his perspective is influenced by cultural and social behaviors at the time. Students could then learn to try to understand perspectives that they do not agree with. Another idea for this unit is to examine perspective from a real world example. Students will examine several perspectives of the recent revolution in Egypt. Students could then learn how perspectives can be influenced by the media, and even explore the multiple perspectives that exist there.

Another important aspect of this unit is to teach students the importance of gathering reliable information, considering sources, and questioning motives. Students will learn that perception is not always reality and that reality is not perceived equally by all. "The telling of the story itself is a represented event" (Walsh 1997). Students will identify reliable and unreliable narrators and information and comprehend how this is important in their own life. The novel *Huck Finn* will provide students with an unreliable narrator, even though readers might be drawn to Huck as the protagonist. Huck's age and education are not considered, especially by children close to his age, however his experiences are valuable. In *The Yellow Wallpaper*, readers are left to debate if the character is reliable because of a suspected illness, but the lack of other characters present in the story offers little support to know whether the character is reliable or not. When determining the reliability of the narrator, students will be presented with questions such as: Why is he/she telling the story? What does he/she have to gain by telling it? How does this character's perception line up with the possible perceptions of other characters? Questions like these help students decipher the differences between perception and reality.

In *Why I Live at the P.O.*, students will be encouraged to evaluate the narrator's intent for retelling the story. The speaker may be giving her account of the events that drove her to the P.O. because she feels she did not do anything wrong. Another possibility is she may be too stubborn to admit she was wrong for leaving her home. The reliability of the narrator is definitely in question in this short story because we only hear her side of the story, and her perception would not line up with the other characters in the story. Richard Walsh states in an article about narration, "A concept of unreliable narration arises when we wish to explain inconsistencies in the narrative. Even a slant is a form of unreliable narration" (Walsh 1997). Being able to identify these inconsistencies will help students evaluate the narrator and distinguish between perception and reality. By assessing the characters rather than relying on their judgments, students can assume a control over the text that they do not initially have. This should help students understand texts better.

Knowing that an author will intentionally distort perception is important to remember in literary criticism. Sometimes authors will use an unreliable narrator to deceive the audience, and surprise them with a turn of events ending. This happens all the time in movies and television.

The movie *The Usual Suspects* presents viewers with an innocent, crippled narrator telling the police the story of the infamous Kaiser Soze. Viewers are then stunned as the final scene shows the crippled narrator straightening out his gimpy leg while leaving the police station and getting into a car where the chauffeur addresses him as Mr. Soze. Students will view clips from this movie to get an idea before we begin reading the literature. In this unit, I want students to recognize that questions of perception and reality are everywhere—gossip magazines, gossip at school, politics, movies, television, and so on. The intent is for students to learn not to accept everything at face value, rather make them better critical thinkers, and by extension, better citizens and consumers. Lastly, by engaging students in the dichotomy of perception and reality, and the issues that surround them, students will have learned how to construct knowledge of new texts that they encounter beyond the completion of this unit.

Criticism towards this unit, as well as any other unit, is expected. One counterargument against teaching this unit is that adolescents are strong-minded and only see things their way. They are not able to cognitively understand or experience other perspectives, reliable/unreliable narration, or bias. To rebut this counterargument one could say students, although they may not be aware of it, do have the experience to understand the material. Through their journal entries, students are able to relate these events to their own lives. They can understand reliable/unreliable and bias as we explain and teach them what these concepts are and how to identify them. Adolescents need to learn these concepts because there are people with personal agendas for personal gains that will use students who are naive and "green" if they are unable to recognize that there is little or no benefit (or harm) to the student, but a significant gain for the other party.

Another counterargument against this unit is that the author has chosen to create this narrative perspective for a reason and, regardless of that reason, the perspective should be respected; especially when the author of a literary work is well established. One could argue an author's reputation would signal credibility and expertise; thus, there would be no need to consider alternate perspectives. A rebuttal to this counterargument is that the author and the narrator are two separate entities. While an author can be highly reputable, he or she may create a questionable narrator to add a stylistic element to the story's plot in order to either deceive readers or urge readers to draw their own conclusions. Sometimes authors want readers to question motives behind the narration to uncover a truth that the narrator fails to tell readers. There are multitudes of scenarios where an author would want to manipulate the narration of their story. "Narratives offer distinct and sometimes competing styles of explanation and prediction. Narratives are influenced by experiences and personal agendas and this can be done purposely or unconsciously" (Currie 2007). One of the most important elements in literature is understanding who the narrator is and what their motives are. Introducing students to first person, third person, and omniscient narrators will illustrate the different perspectives in which a story can be told. This ultimately teaches students how to gain a deeper understanding of a text.

Works Cited

Currie, G. (2007). Both sides of the story: Explaining events in a narrative. *An International Journal for Philosophy in the Analytic*, 135 (1), 49-63.

Gorlewski, J. (2009). Research for the classroom. *English Journal*, 98 (4), 127-132.

Trost, J. (2009). Using personal narratives to teach a global perspective. *Society for History Education*, 42 (2), 177-182.

Walsh, R. (1997). Who is the narrator? *Poetics Today*, 18 (4), 495-513.

Understanding Narrative Perspective

Goals and Rubrics

Unit Goals:

- **Goal 1:** Through reader response journals, students will analyze the narrator's perspective and describe how the speaker's unique point of view contributes to the way in which the story is told. Students will make assertions about the speaker's reliability and trustworthiness. Students will make connections to their own lives and recognize that perspectives always need to be taken into account.

- **Goal 2:** Students will analyze different media forms and determine how they affect the narrative perspective. Students will translate *The Fall of the House of Usher* into a different media with a new perspective.
- **Goal 3:** Students will present cross-examinations putting the author, Mark Twain, on trail regarding the use of the English Language, the author's impact on meaning and how it affects readers, and the use of descriptive and/or figurative language and how it affects the meaning of the novel, *The Adventures of Huckleberry Finn*.
- **Goal 4:** Students will write a "paper from another perspective" based on one short story or one chapter of the novel *The Adventures of Huckleberry Finn* as a way to display how a circumstance could be different or look different from another point of view.

Rubrics:

- **In-Process Texts**

1. Reader Response Journal

It is important for students to write responses to literature to help them make meaning and better understand the content. With Reader Response Journals, students can ask questions, respond to character's choices, comment on events taken place, and relate situations to their own lives. Within these journals, students will be prompted to identify the speaker in each text and explain how their perspective influences their reading of each story. Journals will be collected at

the end of each week for the teacher to ensure students are keeping up with the readings, answering the prompts, and for the teacher to provide students feedback. Students will be graded on a weekly basis.

- Students will write multiple journal entries per week.
- Entries should be 1 page in length.
- Students will be prompted to identify the speaker in each text.
- Students will be prompted to explain how the narrator's perspective influences their interpretation of each story.
- Entries will relate narrative perspectives to student's own experiences and society.

Journal Entries that meet the following criteria will receive an A:

- Student averages 5 journal entries per week.
- Student entries are 1 page in length on average.
- Student makes clear references the speaker of the text with detail.
- Student displays a clear understanding of the narrative perspective and explains how the perspective is influential in his/her interpretation of the story.
- Student makes a connection to his/her own life or society and clearly explains how it relates to the story (i.e. character, plot, or author).

Journal Entries that meet the following criteria will receive a B:

- Student averages 4 journal entries per week.
- Student entries are 3/4 page in length on average.
- Student makes clear references the speaker of the text with minimal detail.
- Student demonstrates an understanding of the narrative perspective and explains how the perspective is influential in his/her interpretation of the story.
- Student makes a connection to his/her own life or society and describes how it relates to the story (i.e. character, plot, or author).

Journal Entries that meet the following criteria will receive a C:

- Student averages 3 journal entries per week.
- Student entries are 1/2 page in length on average.
- Student references the speaker of the text by name or detail but not both.
- Student attempts to explain the importance of the narrative perspective, but is lacking in detail.
- Student makes a weak connection to his/her own life but describes how it relates to the story.

Journal Entries that meet the following criteria will receive a D:

- Student averages 2 journal entries per week.
- Student entries are 1/2 or page or less in length on average.
- Student vaguely references the speaker of the text but does not provide the name of the speaker or any detail.
- Student does not attempt to explain the importance of the narrative perspective in the story.
- Student does not make a connection to his/her own life or society.

Journal Entries that meet the following criteria will receive an F:

- Student averages 0-1 journal entries per week.
- Student entries are a paragraph or less in length on average.
- Student does not reference the speaker of the text in any way.
- Student does not attempt to explain the importance of the narrative perspective in the story.

- Student does not make a connection to his/her own life or society.

2. Media Perspective Project

In class, we have discussed and explored ways that narrative perspective can be influenced. One such way was the form of media in which a text has been presented. For this project, we will be taking a text from this class, *The Fall of the House of Usher* by Edgar Allan Poe, and re-translating it into a different media. Students will then share with the class their new translations, and examine their new perspectives. The aim of this project is to examine the story in different forms, and analyze how translating it into a different form changes the narrative perspective.

You will form groups of three to four students to complete this task. Each group will select a different media to work with. The media form can be whatever the group decides, as so long as it hasn't already been chosen by another group, or be in short story/poem form. You will

be given class time to work on your projects, but you are highly encouraged to make arrangements to work on your projects outside of class in order to create a better project. At the end of the projects, your group will share your works with the class, and discuss how the perspective changed, and how it stayed the same.

As this is a group project, each member will be expected to contribute a fair and consistent amount of work. At the end of the project, your group members will fill out a short evaluation sheet to report back on your contributions. Remember to be honest and thorough in your considerations of your classmates.

Along with your project, you will turn in a short 1-2 page explanation or defense about why you choice the form of media you did, and your own personal interpretations of the perspective. The explanation should also explain why you made the changes you did. For example, say your group decided to translate the story into an illustrated children's book. How would the tone of the story be changed to suit the audience? What kind of illustrations would you use and why? These are just a couple of factors that would affect the perspective of the story at hand, and should be briefly addressed in your explanation.

Some ideas of different media forms include:

- An illustrated children's book
- A short video (animated or live action)
- An instrumental composition
- A lyrical song
- A photo collage
- A mock up newspaper/magazine article
- A script for play or movie
- An excerpt from a graphic novel

These are just some ideas, but feel free to come up with your own. You are not restricted to the ideas on the list. Since each group is working in a different form of media, it is hard to place

an exact maximum or minimum of work expected. When you sign up your idea with your teacher, terms of how long or short your project will be shall be discussed. Remember, this is a class project. It must be substantial enough to properly convey your ideas and be an appropriate amount of work, but not so long that you and your group is biting off more than you can chew. If you have any questions or concerns, do not hesitate to ask your teacher.

- Students will show understanding of text and concepts through new media form.
- Students will present media form in final production stage.
- Students will present media to class with length of at least 7 minutes.
- Students will present analysis of changes and similarity from original text and new media text.
- Students will display creativity.
- Students will submit a 2-page (final draft) paper (as a group) providing sound and logical defense of choices made.

80% of your grade will be determined by:

Media Perspective Projects that meet the following criteria will receive an A:

- The project shows a thorough understanding of both the text and concepts of narrative perspective as translated through a new media form.
- The project is of excellent production quality.
- The presentation is at least 7 minutes in length.
- The project is well thought out and shows a high level of analysis of changes and similarity from original text and new media text.
- The project exhibits a high level of creativity.
- The project explanation paper is 2 pages in length.
- The project's explanation paper provides a sound and logical defense of the choices made.
- The project's explanation paper has very little to no grammatical errors.

Media Perspective Projects that meet the following criteria will receive a B:

- The project shows a good understanding of both the text and concepts of narrative perspective as translated through a new media form.
- The project is of above average production quality.
- The presentation is at least 6 minutes in length.
- The project is thought out and shows a good level of analysis of changes and similarity from original text and new media text.
- The project exhibits a good level of creativity.
- The projects explanation paper is 1 3/4 pages in length.
- The project's explanation paper provides a reasonably sound defense of the choices made.
- The project's explanation paper has a few grammatical errors.

Media Perspective Projects that meet the following criteria will receive a C:

- The project shows an average understanding of both the text and concepts of narrative perspective as translated through a new media form.
- The project is of average production quality.
- The presentation is at least 5 minutes in length.
- The project shows some planning as well as an average level of analysis of changes and similarity from original text and new media text.
- The project exhibits a decent amount of creativity.
- The projects explanation paper is 1 1/2 pages in length.
- The project's explanation paper provides an adequate defense of the choices made.
- The project's explanation paper has a decent amount of grammatical errors.

Media Perspective Projects that meet the following criteria will receive a D:

- The project shows some to very little understanding of both the text and concepts of narrative perspective as translated through a new media form.
- The project is of below average production quality.
- The presentation is at least 4 minutes in length.
- The project is not well thought out and shows a low level of analysis of changes and similarity from original text and new media text.
- The project exhibits a low level of creativity.
- The projects explanation paper is 1 to 1 1/2 pages in length.
- The project's explanation paper provides an inadequate defense of the choices made.
- The project's explanation paper has a notable amount of grammatical errors.

Media Perspective Projects that meet the following criteria will receive an F:

- The project shows no understanding of both the text and concepts of narrative perspective as translated through a new media form.
- The project is of poor production quality.
- The presentation is less than 4 minutes in length.
- The project is not thought out and shows no level of analysis of changes and similarity from original text and new media text.
- The project exhibits no creativity.
- The projects explanation paper is less than 1 page in length.
- The project's explanation paper does not provide a defense of the choices made.
- The project's explanation paper has an abundance of grammatical errors.

20% of your grade will be determined by:

Name of Peer _____

Note: These evaluations will be anonymous. Please put a checkmark in the box that best describe the peer in question in relation to the statement.

	Very Good	Good	Fair	Poor	Very Poor
The peer was available and present for group discussions					
The peer was active in making group decisions					

The peer did a fair amount of the work					
The peer was helpful and respectful towards group mates					

Comments:

3. Putting the Author On Trial (Mark Twain)

Putting the Author On Trial

Student Handout

In this lesson you will be putting the author on trial. You will be divided into three small groups; each group will split equally and take the side of the prosecutor (reader) or defense (author). You will use a simple format of question and answer with a limit of one rebuttal for each topic. Each prosecution and defense team will develop four topics that they will use for evidence to support their case. This is a three-day lesson: Monday will be used to define topics (prosecutors and defense work together to define topics). Tuesday will be used to research support for your topic. Wednesday, Thursday and Friday will be used for prosecution and defense teams to cross-examine each other in front of class. It is recommended that you be creative when developing your topics, but you must incorporate the following suggestions (See Handout):

- Use of English language
- Use of descriptive or figurative language
- Author impact and meaning of text

During this exercise you will learn to work cooperatively in order to prosecute or defend the author using student-developed topics and supported research. You will have the opportunity to delve deeper in the reading by developing topics and researching the novel and other supporting texts if desired.

Upon completion of the lesson, you will:

- Work cooperatively in small groups
- Identify use of the English Language during the era the novel was produced
- Identify the author's impact/meaning and how it affects readers
- Identify the use of descriptive or figurative language and how it affects the meaning of the text
- Present cross-examinations

You will only be given three minutes to present each topic and rebuttal, you are not deducted points for using less time, but will not be allowed to pass the three minute mark.

The use of props is not required. Props can be used if they are appropriate as evidence.

Putting the Author On Trial Rubric

Students that meet the following criteria will receive an A:

- Student was cooperative with group members at all times.
- Student clearly identified use of the English Language during the era the novel was produced with strong supporting evidence
- Student clearly identified the author's impact/meaning and how it affects readers with strong supporting evidence
- Student offered a clear example of descriptive or figurative language in one topic with strong supporting evidence

- Student clearly presented one topic and one rebuttal with strong supporting evidence

Students that meet the following criteria will receive a B:

- Student was cooperative with group members at all times.
- Student identified use of the English Language during the era the novel was produced with supporting evidence
- Student identified the author's impact/meaning and how it affects readers with supporting evidence
- Student offered an example of descriptive or figurative language in one topic with supporting evidence
- Student clearly presented one topic and one rebuttal with supporting evidence

Students that meet the following criteria will receive a C:

- Student was cooperative with group members some of the time.
- Student clearly identified use of the English Language during the era the novel was produced with sparse evidence
- Student clearly identified the author's impact/meaning and how it affects readers with sparse evidence
- Student offered a clear example of descriptive or figurative language in one topic with sparse evidence
- Student clearly presented one topic and one rebuttal with sparse evidence

Students that meet the following criteria will receive a D:

- Student was barely cooperative with group members
- Student barely identified use of the English Language during the era the novel was produced without supporting evidence
- Student barely identified the author's impact/meaning and how it affects readers without supporting evidence
- Student barely referred to the use of descriptive or figurative language in one topic without evidence
- Student presented one topic or one rebuttal, but not both

Students that meet the following criteria will receive an F:

- Student was not cooperative with group members at all
- Student failed to identify use of the English Language during the era the novel was produced
- Student failed to identify the author's impact/meaning and how it affects readers
- Student failed to offer an example of descriptive or figurative language in one topic
- Student failed to present topic or rebuttal
- **Student is not respectful or uses inappropriate material or abuses language**

Clarification

Strong supporting evidence = evidence that relates perfectly to topic with reference to novel or other resource including page number or website

Supporting evidence = evidence that relates, but may not be presented clearly or is missing reference

Sparse evidence = evidence that does not fully support the topic and is without reference

Mark Twain: An Author On Trial

Topic Guidelines

A. Use of English language examples for topic use:

1. The use of the “n” word
2. The use of local color language
3. Incorrect use of spelling and grammar

B. Use of descriptive or figurative language:

1. The way Huck Finn speaks
2. The way Jim Speaks
3. The way the Duke and the King speak

Note - Consider the following:

Descriptive language: Tone, irony, mood, imagery, pun, alliteration, onomatopoeia, and allusion

Figurative language: symbolism, metaphor, personification, and hyperbole

C. Author impact and meaning of text

1. What did Mark Twain personally experience during this time that might have reflected his writing?
2. What is reflected about the time frame the novel was written?
3. What methods did Mark Twain specifically use to impact his readers?

D. Additional topic to be determined by students

These are examples only.

You may use these examples or others that are approved by your teacher first.

4. Reading Quizzes

Reading quizzes on a weekly basis will serve as an effective way of gauging student reading. These quizzes will be composed of five basic detail questions to confirm the students' reading comprehension of the texts. Students will be more inclined to continue reading and teachers will have the opportunity to acknowledge and assist struggling readers.

- Students will provide short answers analyzing narrative perspectives, speaker's point of view, and reading comprehension.
- Quizzes will be taken weekly.

Quizzes that meet the following criteria will receive an A:

- 5 of 5 student responses are correct

Quizzes that meet the following criteria will receive a B:

- 4 of 5 student responses are correct

Quizzes that meet the following criteria will receive a C:

- 3 of 5 student responses are correct

Quizzes that meet the following criteria will receive a D:

- 2 of 5 student responses are correct

Quizzes that meet the following criteria will receive an F:

- 0 or 1 of 5 student responses are correct

- **Culminating Text**

1. Papers from Another Perspective (PAP)

We have discussed various narrative perspectives in a variety of texts. In this assignment you will choose one short story or one chapter from *Huck Finn* and write about it from a different character's perspective. This will allow you to elaborate on how different characters can have different perspectives based on their environments and experiences.

- Students will write about an event from a different perspective in the same text.
- Textual evidence should be used to portray the new narrator's perspective (examples from the text that tell us how or why this narrator might offer this perspective).
- Students will reflect on the events that take place in the text including beginning, climax, and outcome.
- Students must exchange papers for a peer review.
- The final draft should be at least three pages in length.
- The final draft should adhere to proper grammar and spelling rules.

PAP that meet the following criteria will receive an A:

- PAP includes detailed information from a different character's perspective.
- PAP provides generous amount of supporting evidence from the text.
- PAP clearly reflects beginning, climax, and outcome of the short story or chapter.

- PAP is exchanged for peer review.
- PAP is at least three pages in length.
- PAP follows correct grammar and spelling rules.

PAP that meet the following criteria will receive a B:

- PAP includes moderate information from a different character's perspective.
- PAP provides some supporting evidence from the text.
- PAP reflects beginning, climax, and outcome of the short story or chapter, but lacks supporting evidence.
- PAP is exchanged for peer review.
- PAP is at least two and a half pages in length.
- PAP follows somewhat follows correct grammar and spelling rules with minimal errors.

PAP that meet the following criteria will receive a C:

- PAP includes some information from a different character's perspective.
- PAP provides minimal supporting evidence from the text.
- PAP is missing one part of beginning, climax, and outcome, but reflects on other two.
- PAP is exchanged for peer review.
- PAP is at least two pages in length.
- PAP somewhat follows correct grammar and spelling rules.

PAP that meet the following criteria will receive a D:

- PAP includes little information from a different character's perspective.
- PAP provides little to no supporting evidence from the text.
- PAP is missing two parts of beginning, climax, and outcome, but reflects on other one.

- PAP is exchanged for peer review.
- PAP is at least one and a half pages in length.
- PAP does not follow grammar and spelling rules.

PAP that meet the following criteria will receive an F:

- PAP includes almost no information from a different character's perspective.
- PAP provides no supporting evidence from the text.
- PAP is missing beginning, climax, and outcome.
- PAP is not exchanged for peer review.
- PAP is at least one page in length.
- PAP completely ignores correct grammar and spelling rules.

Christopher Pauling
Elizabeth Magulick
Jeffery Zacharias

Introduction Lesson (DAYS 1 & 2)

Lesson Title: Why is Narrative Perspective Important?

Day 1 & 2/ 50 minute periods each:

- Lesson Overview: In this lesson students will be introduced to first person, third person, and omnipresent narration as part of the overall theme of the unit through a descriptive scenario. Students will also be introduced to reliable and unreliable narrative perspectives. Students will be given a scenario and break into small groups to write a perspective from an assigned character in the scenario on account of what took place in the scenario.

- Lesson Rationale: This lesson activates student's prior knowledge about personal experiences they have with scenarios that are reliable, unreliable, experienced first-hand and experienced through another person. The activity will also bring the class a common starting point for considering the topic of why narrative perspective is important. The students will activate prior knowledge from their own experiences to make the learning more meaningful and will be creative when completing a narrative perspective from the scenario.

- Lesson Objectives: Upon completion of this lesson, students will be able to:
 - Identify first person, third person, and omnipresent narrators through the scenario activity
 - Identify reliable and unreliable narrators through the scenario activity
 - Identify prior knowledge of this topic through the scenario activity
 - Use a graphic organizer to compare perspectives through the scenario activity
 - Write a creative narrative perspective through the scenario activity

- Sunshine State Standards:

The student will:

1. use new vocabulary that is introduced and taught directly; (LA.1112.1.6.1)
2. listen to, read, and discuss familiar and conceptually challenging text; (LA.1112.1.6.2)
3. use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organizations of a reading selection; (LA.1112.1.7.1)
4. analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning; (LA.1112.1.7.2)

- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - Chart Paper/Poster
 - Markers
 - Scenario Handouts
 - ELMO
 - Text/Examples to model on ELMO

- Lesson Sequence:

Introduction/Lead In/Focus:

A good way to introduce the lesson is to first ask what is known about the following terms and define them as a class:

- First person narrator
- Third person narrator
- Omnipresent narrator
- Reliable narrator
- Unreliable narrator

If students need help with defining these terms, I will scaffold their understanding by demonstrating an example for each term and we will talk about how each type of narrator is unique. Once the terms have been introduced and examples have been provided for each term, a scenario will be introduced. Students will be given instruction to write a narrative perspective in a small group of a certain character that is reliable or unreliable assigned by the educator. The narrative perspectives will then be shared as a large group and determined to be first person, third person, omnipresent, and reliable or unreliable. Students will then compare and contrast the perspectives by using a diagram they will draw based on a model.

DAY 1

What I do:	What the students do:	Time:
I will intercept students at the door and allow them to draw a number		
Administer Quickwrite: What do you know about first person, third person, and omnipresent narrators? Can you give examples of these narrators? What do you think a reliable narrator is? What do you think an unreliable narrator is?	Students write	7 minutes
Introduction to terms: I will ask students to assist me in defining the terms first person narrator, third person narrator, omnipresent narrator, reliable	Students provide definitions and examples. Students watch, listen, and take notes.	14 minutes

and unreliable. These definitions and examples will be written by me on the ELMO for students to view and take notes.		
I will give the students directions for their activity and I will read the scenario. I will explain the purpose of this activity is to see how different perspectives affect how a story is told. I will model an example of a narrative perspective in the scenario: In small groups (by number at door) write a narrative perspective from the character listed on the bottom of the scenario as noted: reliable or unreliable. I will inform the class that they will be presenting their perspective to the class tomorrow	Students will read along and listen	4 minutes
Feedback: I will check for understanding and answer questions.	Students will ask questions	3 minutes
Activity: I will ask the students to break into small groups by numbers and select a recorder. Then ask them to begin writing a narrative perspective based on the character from the scenario they are assigned.	Students will break into small groups and select a recorder. Students will brainstorm and write a narrative perspective based on assigned character that is reliable or unreliable.	2 minutes
Independent practice: I will walk around the class and provide individual assistance to groups. I will meet with each group and observe each group. I will also remind them how much time they have left.	Students will write narrative perspective based on assigned character that is reliable or unreliable	18 minutes
Wrap up: I will ask that students complete their work in the next few minutes, turn it in to me and organize the room properly. I will remind students that tomorrow we will be sharing the perspectives with the class as a large group and comparing and contrasting the narrative perspectives in addition to determining if they are reliable or unreliable.	Students will complete the narrative perspective and turn it in to me. Students will organize and clean the room.	2 minutes

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student share thoughts during defining of terms?
 - To what extent does the student understand narrative perspective?
 - Did the student participate during the group brainstorm?
 - Did the student participate in the development of the group's narrative perspective?

DAY 2

What I do:	What the students do:	Time:
Administer Quickwrite: Write about a narrative perspective in your life when you had to decide which perspective you would believe. Why did you believe that perspective?	Students write	7 minutes
I will share a model example of a time in my life where I had to choose a perspective. I will ask students to share their examples.	Students will participate in sharing examples and listening.	7 minutes
I will ask students to gather in same small groups and hand back the narrative perspective they wrote on day 1. I will ask students to share the perspective with the class, but not to share what character the perspective is from or if the character is reliable or unreliable.	Students will select a speaker for the group and share with the entire class the narrative perspective they created as a group on day 1.	12 minutes
I will provide a model (Venn Diagram with 3 circles) on the ELMO and ask students to create this diagram and have each group represent one circle. I will then	Students will create diagram according to the model using chart paper/poster and markers to identify and share characteristics regarding their narrative	10 minutes

ask the groups to identify which character the other groups' narrative perspective was, and if it was reliable or unreliable. As we determine these qualities, I will write them on the graphic organizer as they fit.	perspectives. Students will write characteristics on their own model as I do on the ELMO.	
I will lead a classroom discussion regarding the similarities and differences of the narrative perspectives while asking for students to assist me with this. I will ask the class: based on the perspectives written- who would you believe? Who would you want to tell you this story for entertainment? Who would you think to be unreliable? How did you come to these conclusions?	Students will share with class similarities and differences of the narrative perspectives. Students will share which characters they would believe, want to hear the scenario told by, and whom they would believe as unreliable. Students will share why they believe this.	10 minutes
Wrap up: I will ask the students how narrative perspectives can be different and why it is important to search for a reliable narrator. I will also ask how we determined that one of the characters was not reliable.	Students will answer questions as part of a large group discussion.	3 minutes

- Assessment and Assessment Criteria:
 - Did the student participate during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student participate in group discussion and sharing?
 - To what extent does the student understand narrative perspective?
 - Did the group accurately complete a narrative perspective according to the assigned instructions?
- Lesson Plan Extensions and Modification Ideas:

This lesson could introduce the scenario first and ask students to write perspectives without assigned instructions for character and given a reliable or unreliable status. The class could then share and debate which perspectives might be accurate or not accurate and which perspectives are entertaining. This would then be followed by introduction of the terms.

Scenario:

An automobile accident occurs. Two drivers are involved. Witnesses include the driver of one vehicle which appears to be coherent and not injured, a sidewalk spectator, a policeman, and the pilot of a helicopter that was flying overhead. The other driver is not conscious and is being taken away by medics. Here we have four different points of view and, most likely, four different descriptions of the accident. Write a narrative perspective about what happened from this point of view:

Uninjured driver (first person, unreliable - biased as participant in accident)

Sidewalk spectator (third person, unreliable - watched the accident but had partial view due to other traffic)

Policeman (third person, unreliable - was directing traffic and did not see accident, but gives his account anyway)

Helicopter pilot (omnipresent, reliable - watched the accident from above)

Model example: Emergency Camera (omnipresent, reliable - has 360 degree rotation of entire accident)

Reason for this scenario:

In short fiction, who tells the story and how it is told are critical issues for an author to decide. The tone and feel of the story, and even its meaning, can change radically depending on who is telling the story.

Remember, someone is always between the reader and the action of the story. That someone is telling the story from his or her own point of view. This angle of vision, the point of view from which the people, events, and details of a story are viewed, is important to consider when reading a story.

Introduction Lesson (Days 3-5)

Lesson Title: A Look at Narrative Perspective in the Media

Days 3-5/ 50 minute periods each:

- Lesson Overview: In this lesson, students will be looking at narrative perspectives within several media outlets—gossip magazines, news sources, music, movies, and television. Students will be asked to consider the reliability of different media perspectives, prompted to further research certain topics, and asked to defend a perspective that they may or may not agree with. Students will be placed in groups to work on several activities that require critical thinking, problem solving and collaborating skills.

- Lesson Rationale: This lesson will activate students' prior knowledge about perspectives they encounter through the media. They will recognize that media perspectives shouldn't be passively accepted as the truth, and that a more critical approach should be taken when receiving information. This lesson is designed to engage students by incorporating material that allows them to make connections to their world and to help them take a critical stance on issues familiar to them before moving on to the literature section of this unit.

- Lesson Objectives: Upon completion of this lesson, students will be able to:
 - Analyze media texts more critically by understanding their perspective through reading gossip magazines, listening to music lyrics, and watching video clips
 - Defend media perspectives and providing supporting facts by analyzing several articles relating to Egypt's revolt
 - Work in groups and delegate equal work to each individual through the gossip magazine activity and the Egypt activity
 - Take an active role in disseminating media perspectives throughout all assignments

- Sunshine State Standards:

The student will:

1. use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; (LA.1112.1.7.1)
2. analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning; (LA.1112.1.7.2)
3. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; (LA.1112.1.7.3)
4. compare and contrast elements in multiple texts (e.g., setting, characters, problems); (LA.1112.1.7.7)
5. use new vocabulary that is introduced and taught directly; (LA.1112.1.6.1)
6. use information from the text to answer questions or to state the main idea or provide relevant details; (LA.1112.2.2.2)
7. generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; (LA.1112.3.1.1)
8. include persuasive techniques (e.g., logical reasoning, emotional appeal, use of facts and statistics, appeal to authority, reasonable voice) and avoid logical fallacies (e.g., glittering generalities, card stacking, bandwagon, ad hominem, begging the question). (LA.1112.4.3.2)
9. demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; (LA.1112.5.2.1)

- Instructional Resources and Lesson Materials Needed:

- Journals or Notebook Paper, Pens or Pencils
- Assortment of Gossip Magazines
- Internet Access with Projector
- ELMO
- SOAPStone Handout
- List of Articles relating to Egypt:

<http://www.centerforsocialmedia.org/future-public-media/public-media-showcase/egypts-revolt-spurs-new-public-media>

<http://www.commentarymagazine.com/2011/02/15/putting-the-egyptian-revolt-in-perspective/>

<http://www.cbsnews.com/video/watch/?id=7295032n>

<http://english.aljazeera.net/indepth/opinion/2011/02/20112275944781596.html%20>

<http://www.thenation.com/article/158498/how-cyber-pragmatism-brought-down-mubarak>

- List of Video Links Relating to Media Perspective:

<http://www.youtube.com/watch?v=rbD5dShemps> The Way by Fastball (5 minutes)

<http://www.youtube.com/watch?v=SR6iYWJxHqs> Grenade by Bruno Mars (5 minutes)

<http://www.youtube.com/watch?v=fJ9rUzIMcZQ> Bohemian Rhapsody by Queen (6 minutes)

<http://www.youtube.com/watch?v=ej8-Rqo-VT4&feature=related> Dexter Morning Routine (2 minutes)

<http://www.youtube.com/watch?v=hBrwUGdbODA> The Usual Suspects Ending (4 minutes)

- Copy of *My Last Duchess*:

<http://mason.gmu.edu/~lsmithg/275duchess.htm>

DAY 3

What I do:	What the students do:	Time
Administer Quickwrite: Write about a recent gossip story you heard about or read about in the media. Explain the situation, where you encountered the gossip story, and if you believe it's true and why.	Students write	7 minutes
I will ask students to share with the class some of the stories they wrote about.	Those who volunteer will share their stories.	3 minutes
I will explain to the class that our next activity is to see how our perspectives may differ from a writer's perspective. Introduce Activity: I will bring in a stack of recent gossip magazines for students to view. In groups of 3, students will be asked to select an article they want to present to the class. They will be asked to summarize the article using the SOAPStone model, reveal the information source, and explain why they believe the article to be true or untrue. I will first model how to complete a SOAPStone chart using an article from one of the magazines and an ELMO. I will inform the class that by completing the chart, they will have all the information necessary to analyze the narrative perspective. I will facilitate the discussions taking place within the groups and help students in any possible way.	Students break into groups and begin searching for an article they want to select. Once they have chosen an article, they will select a writer, a speaker, and a researcher. The writer must write the summary and the group's stance on the article. The speaker presents the article to the class, and the researcher has to look deeper into the issue by means of technology; whether it's through a cell phone or a laptop. Students will be urged to collaborate on each aspect of the assignment	25 minutes
I will then ask each group to present their SOAPStone analysis to the class and after each summary, ask the class to vote whether or not the story is credible based on the information provided by the presenting group.	Each group presents, and when students are not presenting, they will be listening and voting.	13 minutes
Wrap up: I will explain the point of our activity was to compare our own perspectives with writer's perspectives and	Students pack up belongings, straighten up the classroom, and listen to the teacher.	2 minutes

that a SOAPSTone chart can help analyze narrative perspective. I will remind students the importance of further researching topics to validate truth.		
---	--	--

- Assessment and Assessment Criteria:
 - Did the student contribute to the development of their group assignments?
 - Did the student's SOAPSTone responses reflect an understanding of the strategy's purpose?
 - Did the group accurately complete their assignments and demonstrate how the elements of SOAPSTone work together to help understand narrative perspective?
 - Did the student participate in writing during the quickwrite and did their entry show thoughtful reflection on the topic?

DAY 4

What I do:	What the students do:	Time:
Administer Quickwrite: What do you know about the recent events taking place in Egypt? How do you receive information on the topic? What type of living conditions would make you want to revolt? How would you influence others to join you?	Students write	5 minutes
Ask a few volunteers to share 1 word that describes what they have been hearing about developments in Egypt over the past few weeks. Elaborate on the words chosen by students to help make connections for other students.	Students volunteer/listen	4 minutes
Inform students that it's important to understand perspectives other than their own. Activity: Divide class into 4 groups. Present each group with articles (see below) relating to	Students break into groups, take 1 of the 4 stances, and read the articles their group is assigned.	10 minutes

<p>Egypt's revolt. Explain that each group has to randomly adopt 1 of these 4 perspectives: (1&2) Social media did/did not play a major role in the uprising. (3&4) The U.S. should be for/against Mubarak being overthrown from office. Once they've adopted a perspective they will be asked to formulate an argument supporting their claim. Using guided practice and an ELMO, I will model for students what a perspective might be on why US should want Mubarak in office and how to defend that claim.</p>		
<p>Give each group time to formulate their arguments</p>	<p>Students discuss their argument(whether they agree with position or not)</p>	<p>15 minutes</p>
<p>Ask each group to present their argument to the class in a court-style format. The 2 sides arguing the 1st statement will each take a side of the classroom and exchange dialogue back and forth for 6 minutes, each group allowed 1 minute per turn. The following 2 groups will then debate their topic in the same fashion. The portion of the class that is listening is the jury, and they're allowed to ask questions after the debate. (This might have to be continued the next day)</p>	<p>Present/Listen/Ask questions</p>	<p>13 minutes</p>
<p>Wrap up: Once all groups have presented, engage students in an open dialogue about what the concerns are for the US in relation to Egypt, and what power the internet has on these types of issues. Remind students the focus of this assignment was to consider, understand, and respect the multiple perspectives that other people and cultures may have on current events, and that our media presents us with only one particular perspective.</p>	<p>Engage in dialogue</p>	<p>3 minutes</p>

Sources:

<http://www.centerforsocialmedia.org/future-public-media/public-media-showcase/egypts-revolt-spurs-new-public-media>

<http://www.commentarymagazine.com/2011/02/15/putting-the-egyptian-revolt-in-perspective/>

<http://www.cbsnews.com/video/watch/?id=7295032n>

<http://english.aljazeera.net/indepth/opinion/2011/02/20112275944781596.html%20>

<http://www.thenation.com/article/158498/how-cyber-pragmatism-brought-down-mubarak>

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student demonstrate knowledge of subject matter while participating in group discussions?
 - Did the student contribute to the development of their group assignments with relevant information?
 - Did the group accurately complete their assignment?

DAY 5

What I do:	What the students do:	Time:
Show a Video: To jumpstart student thinking, show the <i>Dexter</i> clip to illustrate a unique narrative perspective. Administer Quickwrite: What shows, movies or songs can you think of that have a unique/controversial perspective? Explain how the perspective is unique/controversial.	Students watch video, then write	10 minutes
Administer Quiz: 5 questions that cover the terms from 1 st week.	Students take quiz	15 minutes
Explain to class that our next lesson will focus on narrative perspective in music, movies, and television. Activity: Show students video clips (see below) that have a unique narrative perspective. After each video clip, administer group discussion questions like:	Students watch/ discuss videos/take notes	22 minutes

<p>What is unique about this narrator's perspective and why? What other perspectives could have told this story? What effect does this perspective have on you? This will be a student-led discussion where I scaffold the students' learning by piecing together their comments to build deeper meaning while asking questions that require higher level Bloom's taxonomy thinking. For <i>Bohemian Rhapsody</i>, I would like to visit <i>Wikipedia</i> as a class to discuss the meaning behind the song, and if students' interpretations coincide with the song's meaning. I will fill in a SOAPSTone chart on the ELMO while we discuss the song as a class.</p>		
<p>Collect Journals Homework: Assign students to read <i>My Last Duchess</i> for Monday. Remind them to focus on the narrator's perspective and have them create 3 questions each relating to the poem. Tell them they will be discussing the poem as a class on Monday.</p>	<p>Students submit journals, listen to instruction, and collect a copy of <i>My Last Duchess</i></p>	<p>3 minutes</p>

Sources:

<http://www.youtube.com/watch?v=rbD5dShemps> The Way by Fastball (5 minutes)
<http://www.youtube.com/watch?v=SR6iYWJxHqs> Grenade by Bruno Mars (5 minutes)
<http://www.youtube.com/watch?v=fJ9rUzIMcZQ> Bohemian Rhapsody by Queen (6 minutes)
<http://www.youtube.com/watch?v=ej8-Rqo-VT4&feature=related> Dexter Morning Routine (2 minutes)
<http://www.youtube.com/watch?v=hBrwUGdbODA> The Usual Suspects Ending (4 minutes)

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrites and did their entry show thoughtful reflection on the topic?
 - Did the student participate in group discussion and sharing with relative insight?
 - How well did the student perform on the quiz?
 - Did the student submit his/her journal?

Name_____

Date_____

Quiz 1

Write your answers in complete sentences

1. Name three types of narration we discussed this week.
2. Describe an unreliable narrator.
3. What does S.O.A.P.S.Tone stand for?
4. How did technology play a role in the revolt in Egypt?
5. Describe two differing perspectives relating to the revolt in Egypt.

Elizabeth Magulick
Christopher Pauling
Jeffrey Zacharias

Week 2 Lesson

Lesson Title: A Look at Narrative Perspective in Poetry

Day 6/ 50 minute period:

- Lesson Overview: In this lesson, students will read, write about, and discuss the poem *My Last Duchess* by Robert Browning. Students will be challenged to identify what the perspective of the narrator is and to question the narrator's reliability due to his unique perspective. Students will also be introduced to new vocabulary terms relating to poetry, such as **dramatic monologue, rhyme scheme, enjambment, and caesura**.
- Lesson Rationale: This lesson will push students to question the legitimacy of the narrator in this piece of poetry. The ability to decipher the narrative perspective in this poem is crucial in understanding the poem's meaning. This poem will introduce students to the dramatic monologue, along with other fundamental poetry terms, which will benefit them in the next unit, which focuses on poetry.
- Lesson Objectives: Upon completion of this lesson, students will be able to:
 - Know and understand new poetry terms through a mini lesson while discussing *My Last Duchess*
 - Gain a deeper understanding of a text by understanding narrative perspective by discussing *My Last Duchess* as a class
 - Read poetry more critically by focusing on the narrative perspective in *My Last Duchess*

- Sunshine State Standards:

The student will:

1. listen to, read, and discuss familiar and conceptually challenging text; (LA.1112.1.6.2)
2. use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; (LA.1112.1.7.1)
3. analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning; (LA.1112.1.7.2)
4. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; (LA.1112.1.7.3)

- Instructional Resources and Lesson Materials Needed:

- Journals or Notebook Paper, Pens or Pencils
- Handout of *My Last Duchess*
- Handout of *Why I Live at the P.O.*

DAY 6

What I do:	What the students do:	Time:
Administer Quickwrite: Ask students to address some of these questions in their writing: Which parts stood out the most in the poem <i>My Last Duchess</i> and why? What questions do you have about the poem? What was most interesting about the poem? What was unique about the narrator's perspective and in what ways did his perspective influence your interpretation the poem? Can you relate the speaker's attitude to someone	Students write	7 minutes

you know, either directly or through the media?		
I will give a dramatic reading of the poem and ask the students to follow along and take note of moments where they recognize the narrator say something that seems sketchy, unreliable or questionable. As I read, I will pause to clarify any confusing passages that students may find unclear.	Students listen and follow along	5 minutes
Activity: Arrange the classroom in a U shape, so students can face one another. I will sit at a desk and join the class discussion. I will ask each student, one at a time, to ask one of their questions they wrote during their freewrite. The student who asks the question may call on other students, one at a time, to help answer the posed question. Students who are called on must offer a response, even if it is a “think aloud.” I will interject when I feel there is an important point to be made and facilitate discussions by asking others to clarify or expand their ideas. Also, facilitate by involving others in the conversation, bouncing questions asked back to the asker, and summarizing the flow of conversation. Once all of the students have had their turn, I will pose this question: Is the Duke a reliable narrator telling an accurate story about his deceased wife, or is he unreliable, trying to present himself in a favorable light, unaware that he is overly jealous and controlling? I will call on students who wish to voice their opinion and attempt to make an argument for both sides.	Students ask/answer questions, offer their interpretations, take notes	33 minutes

<p>Vocabulary: Throughout the class discussion about Browning's poem, I will address several poetic terms written on the board, such as dramatic monologue, rhyme scheme, enjambment, and caesura. I will explain these terms in context with our poem. Students will be asked to write down these definitions in their notebook and I will explain how these elements contribute to making meaning of the poem.</p>	<p>Students listen/write/ask questions</p>	
<p>Wrap up: Ask the class these essential questions: How does a better understanding of the narrative perspective help you better understand the text? Why would the author present the story from this perspective? Distribute copies of <i>Why I Live at the P.O.</i> to students. For homework, have students read the short story and remind them to pay attention to the narrator's point of view. Ask them to write down 3 questions they have about the story.</p>	<p>Students think and answer questions, gather belongings, collect handout, and listen to instructions.</p>	<p>5 minutes</p>

Copy of *My Last Duchess*: <http://mason.gmu.edu/~lsmithg/275duchess.htm>

- Assessment and Assessment Criteria:
 - Did the student participate during the quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student participate in class discussion?
 - Based on the class discussion, does the student demonstrate an understanding of the material?
 - Did the student arrive to class prepared to learn and did the student remain focused throughout class?
 - Did the student ask questions or appear engaged?

Lesson Title: A Look at Narrative Perspective in Literature

Days 7-10/ 50 minute periods each:

- Lesson Overview: In this lesson, students will engage in several pieces of literature that have a unique narrative perspective. Students will be challenged to question the reliability of each narrator, support their beliefs with an argument, and think critically about how the narrative perspectives affect their interpretation of each story as we discuss in detail each piece of literature in class. This week will consist of a large amount of class discussion, reading, and writing.
- Lesson Rationale: This lesson will push students to question the legitimacy of the narrator in each piece of literature we read. The ability to understand the point of view of the narrator adds to the understanding of a text, which is extremely important for students and forces them to take an active role in their learning. Students will also be pushed to consider other character's perspectives aside from the narrators, which will help them think critically about how one's perception can effectively distort reality.
- Lesson Objectives: Upon completion of this lesson, students will be able to:
 - Gain a deeper understanding of a text by understanding the narrator's perspective by reading and discussing *Why I Live at the P.O.*, *A & P*, and *The Yellow Wallpaper*.
 - Support their argument on whether the narrator is reliable or unreliable through class discussion, Socratic seminar, and group activity.
 - Consider other character's perspectives other than the narrator's within a text by reading and discussing each short story.
 - Read literature more critically by analyzing the narrative perspective.
 - Relate scenarios in the literature to their own lives through reading and discussing the short stories.

- Sunshine State Standards:

The student will:

1. listen to, read, and discuss familiar and conceptually challenging text; (LA.1112.1.6.2)
2. use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; (LA.1112.1.7.1)
3. analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning; (LA.1112.1.7.2)
4. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; (LA.1112.1.7.3)
5. analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections; (LA.1112.1.7.6)
6. read, analyze, and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict); (LA.1112.2.1.2)
7. analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme; (LA.1112.2.1.4)
8. demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations; (LA.1112.5.2.1)

The student will draft writing by:

9. developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience; (LA.1112.3.2.1)

- Instructional Resources and Lesson Materials Needed:
 - Journals or Notebook Paper, Pens or Pencils
 - Internet Access with Projector
 - Copy of *Why I Live at the P.O.*
 - Copy of *A&P*
 - Copy of *The Yellow Wallpaper*
 - Copy of *The Fall of the House of Usher*.

DAY 7

What I do:	What the students do:	Time:
------------	-----------------------	-------

<p>Show a student-made video of <i>Why I Live at the P.O.</i> to offer a visual representation of the text. The video also adds humor to the story and will help refresh students' memory on <i>Why I Live at the P.O.</i></p>	<p>Students watch video</p>	<p>10 minutes</p>
<p>Administer Quickwrite: Ask students to address some of these questions in their writing: What from the text stood out the most to you and why? What questions do you have about the text? How does the speaker's perspective affect your interpretation of the story? Can you relate to the speaker's situation? Do you believe sister's telling of the story is factual and why?</p>	<p>Students write</p>	<p>7 minutes</p>
<p>Activity: Much like the day before, we will arrange the classroom into a U shape so students are facing one another. I will choose a student to begin the discussion by asking the class one of his questions from the text. The classmates he chooses must offer a response, and hopefully encourage others to raise their hand. Every student will have the chance to ask a question. I will interject when I feel there is an appropriate point to make, and facilitate discussions by asking others to clarify or expand their ideas. Also, facilitate by involving others in the conversation, bouncing questions asked back to the asker, and summarizing the flow of conversation. Once every student has asked a question, I will pose the following questions: Do you think sister's narration is accurate to what really happened or do you think her story is exaggerated and perhaps unreliable due to jealousy over Stella Rondo and why? Do you</p>	<p>Students listen, ask/answer questions, offer their interpretations, and take notes</p>	<p>30 minutes</p>

think Sister was righteous in her departure from home, or did she make an unwise decision during a moment of anger? I will call on students who wish to voice their opinion and attempt to make an argument for both sides.		
Wrap up: I will ask the class these essential questions: How does a better understanding of the narrative perspective help you better interpret the story? Why would the author present the story this way? Students will be assigned to read <i>A&P</i> , and I will remind students to pay close attention to the narrator, of course, and write 3 questions relating to the text.	Students think and answer questions, pack their belongings, collect handout, and listen to instructions	3 minutes

Copy of *Why I Live at the P.O.* http://art-bin.com/art/or_weltpostoff.html

Link to video <http://www.youtube.com/watch?v=Cb205UQyw8I>

- Assessment and Assessment Criteria:
 - Did the student participate by writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student share thoughts during class discussion and did they demonstrate an understanding of material?
 - Did the student arrive to class prepared to learn and did the student remain focused throughout class?
 - Did the student ask questions or appear engaged?

DAY 8

What I do:	What the students do:	Time:
Administer Quickwrite: Ask students to address some of these questions in their writing: What from the text stood out the most to you and why? What questions do you have about the text? How does the speaker's perspective	Students write	7 minutes

affect your interpretation of the story? Can you relate to the speaker's situation? Do you believe Sammy's narration is reliable and why?		
In-class reading of <i>A&P</i>. Being that the story is very short, we will read the story aloud as a class. This will help auditory learners interpret the text more clearly. We will take pauses from the text to summarize sections of the reading to illustrate that summarizing aids comprehension. Students will be encouraged to dramatize their orations.	Students take turns reading; students listen and ask questions	15 minutes
Socratic Seminar: In this seminar, the classroom will be arranged in a U shape and students will be asked to discuss these open-ended questions one at a time: How old is Sammy and what are his interests? What about Sammy's attitude, do you think Sammy is sarcastic and opinionated or is he non-judgmental of others? What inferences does Sammy make about Queenie's social status and what do they signify? How do Sammy's inferences affect his rash decision to quit his job? What types of observations does Sammy make that reveal his own prejudices? What is Sammy trying to prove when he decides to quit his job? These questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. Students will be reminded that the activity is an exploratory dialogue, and the ability to ask meaningful questions that stimulate thoughtful exchanges of ideas is more important than having "the right answer."	Students listen, ask/answer questions, offer their interpretations, and take notes	25 minutes

Wrap up: I will ask the class these essential questions: How does better understanding the narrative perspective help you better understand the text? Do you agree or disagree with the narrator? Why would the author present the story this way? They will also be asked to read the first half of <i>The Yellow Wallpaper</i> for homework. I will remind students to pay close attention to the point of view of the narrator and write 3 questions that arise from reading the text.	Students think and comment on essential questions, pack their belongings, collect handout, and listen to instructions	3 minutes
--	---	-----------

Copy of *A&P* <http://www.tiger-town.com/whatnot/updike/>

- Assessment and Assessment Criteria:
 - Did the student participate by writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student share thoughts during class discussion to demonstrate understanding of the topic?
 - Did the student arrive to class prepared to learn and remain focused throughout the period?
 - Did the student ask questions or appear engaged?

DAY 9

What I do:	What the students do:	Time:
Administer Quickwrite: Ask students to address some of these questions in their writing: What from the first half of the text stood out the most to you and why? What questions do you have about the text? How does the speaker's perspective affect your interpretation of the story? Can you relate to the speaker's situation? Do you believe the narrator is reliable?	Students write	7 minutes
In-class reading of <i>The Yellow Wallpaper</i>. This will help the	Students take turns reading; students listen and ask questions	15 minutes

auditory learners better interpret the text. We will take pauses from the text to summarize sections of the reading to illustrate that summarizing aids comprehension. Students will be encouraged to dramatize their orations.		
Group Activity: Students arrange into groups of 4 or 5(3-4 groups hopefully). The following questions will be written on the board: Does the narrator's husband seem overly controlling? Why isn't the narrator advised to write? How is the vacation home described? What does the speaker know about her "condition" and what can we infer about her condition? What does the narrator's fascination with the yellow wallpaper convey about her current mental condition? How does her condition relate to narrative perspective? Does the narrator seem reliable and why? Groups will be asked to answer these questions with the support of a quote or passage from the text. As the period comes to a close, each group will elect a speaker to state their responses along with backup quotes or passages for each question. I will ask the questions one at a time and allow each group 1 minute to respond before moving to the next group. We will mark whether the groups think the narrator is reliable or unreliable thus far.	Students listen, ask/answer questions, offer their interpretations, and take notes	25 minutes
Wrap up: Assign students to read the 2 nd half of <i>The Yellow Wallpaper</i> for homework and create 2 or 3 new questions.	Students think and comment on essential questions, pack their belongings and listen to instructions	3 minutes

Copy of *The Yellow Wallpaper* <http://www.library.csi.cuny.edu/dept/history/lavender/wallpaper.html>

- Assessment and Assessment Criteria:
 - Did the student participate by writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student share thoughts during class discussion and demonstrate understanding of the topic?
 - Did the student arrive to class prepared to learn and remain focused throughout the period?
 - Did the student ask questions or appear engaged?
 - Did the group accurately complete their assignment by demonstrating understanding of the lesson?
 - Did the student contribute to the development of the group assignment?

DAY 10

What I do:	What the students do:	Time:
Administer Quickwrite: Ask students to address some of these questions in their writing: What did you find most interesting about the story as a whole? What questions do you have about the text? What do you think caused the narrator's fixation on the wallpaper? How does narrative perspective affect your interpretation of the story? Do you think the narrator is reliable in this story and why?	Students write	7 minutes
Teacher-led class discussion: Scaffold students' understanding of the text by generating dialogue about possible answers to students' questions and these key questions: Do you think John tends to patronize his wife and her feelings throughout the story? What does this suggest about their relationship? Does the fact that the speaker recently had a child mean anything? Do you think the narrator is explaining her own mental state when describing the wallpaper? Is	Students listen, ask/answer questions, offer their interpretations, and take notes	25 minutes

there a progressive disassociation with reality taking place as the narrator fixates more and more on the wallpaper? Is the wallpaper symbolic of the speaker's own situation? What might the 'patterns' in the wallpaper represent? I will read aloud important passages from the story and challenge students' thinking by facilitating the conversation. Wrap up the discussion by asking the class: How does better understanding the narrator help you better understand the text? Why would the author present the story from this perspective?		
Administer Quiz: 5 questions that pertain to this week's readings.	Students take quiz	15 minutes
Wrap up: Assign students to read <i>The Fall of the House of Usher</i> over the weekend while distributing copies.	Students listen, collect handout	3 minutes

Copy of *The Fall of the House of Usher* <http://www.online-literature.com/poe/31/>

- Assessment and Assessment Criteria:
 - Did the student participate by writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student share thoughts during class discussion to demonstrate understanding of the topic?
 - Did the student arrive to class prepared to learn and remain focused throughout the period?
 - Did the student ask questions or appear engaged throughout the period?
 - How well did the student perform on the quiz?

Name_____

Date_____

Quiz 2

Write your answers in complete sentences

1. What is a dramatic monologue?
2. What is enjambment?
3. Name one reason why Sister decided to move in to the post office in *Why I Live at the P.O.*
4. Name one factor that contributed to Sammy's assumption about Queenie's social status in *A&P*.
5. In *The Yellow Wallpaper*, why isn't the narrator advised to write in her journal?

Elizabeth Magulick

Christopher Pauling

Jeffery Zacharias

Media and other External Influences on Narrative Perspective – Week 3

Days 11-15/ 50 Minute Periods Each:

- Lesson Overview: In this week's lesson, the students will look at narrative perspective and see how it can be influenced by external factors such as social context or style of media. Students will use skills used in the previous week's lessons to analyze and connect with the text, and further those analytical skills and analyze both internal and external factors that influence perspective. Students will also reinterpret a text into a different style of media to examine how this changes the perspective. Class will consist of some class discussion as well as a multimedia group project.
- Lesson Rationale: This lesson asks the students to look beyond the text itself for factors that shape narrative perspective. This is important as often times there are external factors that affect the perspective of a text. An example would be *Huckleberry Finn*, which will be read later on in the unit; the perspective in which the novel is taken is altered based on external social context such as the history of racial relations in the last century or so. Also, in a society that is constantly progressing and introducing new forms of media, it is important to see how something as simple as the form of media in which a text is delivered can alter the perspective of the text itself. Also, students can connect this concept to their own lives, and see how their personal perspectives can be influenced by external context as well as internal personal experiences.
- Lesson Objectives: Upon completion of the lesson, students will be able to:
 - Critically analyze the components which influence the perspective of a text through meaningful discussion and critical reading.
 - Compare and observe reinterpretations of text and the changes made to the perspective as a result through the Venn Diagram activity.
 - Both interpret and reinterpret texts as is appropriate through the active interpretation of the Media Project.
 - Identify and connect with themes and perspectives presented through applying concepts of narrative perspective from previous lessons and building on them to include a definition that includes external influences and contexts.
 - Make connections between their own identities and the contexts that influence them through observing how they personally influenced the direction of their projects.
- Instructional Resources and Lesson Materials Needed:

- Journals; Pens or Pencils
- ELMO Projector
- Copy of *Fall of the House of Usher*
- Links to McDonalds billboard ads
(<http://rawtoastdesign.blogspot.com/2011/03/tales-from-sea-new-advertising.html>)
- Video of McDonalds commercial
(<http://www.youtube.com/watch?v=csrPT9CIVUc>)
- Venn Diagram Handout
- DVD of 1928 Film *Fall of the House of Usher*
- Media Perspectives Project Rubric
- Project Materials (Dependent on what students have chosen for their project)
- Copy of Quiz 3

- Sunshine State Standards:

The student will:

1. listen to, read, and discuss familiar and conceptually challenging text (LA.1112.1.6.2)
2. use background knowledge of subject and related content areas, prereading strategies (previewing, discussing, generating questions) text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection (LA.1112.1.7.1)
3. analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning (LA.1112.1.7.2)
4. analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main heading with subheadings) and explain their impact on meaning in text (LA.1112.1.7.5)
5. analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme (LA.1112.2.1.4)
6. using organizational strategies and tools (technology, spreadsheet, outline, chart, table, graphs, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style (LA.1112.3.1.3)
7. prepare writing using technology in a format appropriate to the purpose (display, multimedia) (LA.1112.3.5.1)
8. demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation (LA.1112.6.3.3)

9. select and use appropriate available technologies to enhance communication and achieve a purpose (video, digital technology,) (LA.1112.6.4.1)

10. routinely use digital tools for publication, communication and productivity (LA.1112.6.4.2)

Day 11

What I do:	What the students do:	Time
Administer Quickwrite: What did or didn't you like about the story? How did Poe use language and descriptions to set the tone for the story? How would the story have been affected if it was told through Roderick's or Madeline's perspective?	Students Write	7 Minutes
In Class review of <i>Fall of the House of Usher</i> : A quick summary and review of the plot. Invite students to also share passages they found to have interesting narrative perspective. This is a time for students to refresh the reading over the weekend and to share aspects of the perspective they found interesting.	Students take turns sharing interesting passages and observations; students listen and ask questions	15 Minutes
Lead a Class Discussion: Using concepts learned last week, ask students to analyze the narrative perspective. The discussion will be conducted as an informal Socratic seminar. Questions to ponder include: What did Poe wish to achieve by telling the story through an unnamed narrator? How was the story affected by the chosen perspective? How did the words and language used affect both the perspective and the story told? Look for students to make	Students listen, ask/answer questions, offer their interpretations, and take notes	25 Minutes

connections between the text and the concepts learned during last week's lessons. Also look for students to have critically analyzed the language, images and themes of the text.		
Wrap Up: Take any remaining questions students may still have.	Students listen, ask questions, pack up materials	3 Minutes

Copy of *The Fall of the House of Usher* <http://www.online-literature.com/poe/31/>

Day 12

What I do:	What the students do:	Time:
Administer Quickwrite: Pretend you are a movie director and write a paragraph describing what you would do if you were directing a movie of <i>Fall of the House of Usher</i> and why you would make those choices. (Ideas: who you would cast, where you would film, would it be live action/animated?) As students walk into class, stand at the door and hand each of them a Venn Diagram handout.	Students write; collect handout	7 Minutes
Model Venn Diagram Activity: Using pictures of McDonald's Filet O Fish billboards and a 30 second McDonald's Filet O Fish commercial, model the Venn Diagram project. Show students what to look for in terms of difference and similarities of perspective.	Students observe/receive directions/ask questions	5 Minutes
Watch <i>Fall of the House of Usher</i> : Show 13 minute long silent film interpretation of <i>Fall of the House of Usher</i> .	Students watch video; fill out Venn Diagram	15 Minutes

Ask students to observe differences and similarities between the print versions. Give students 2 minutes after the film to fill out the Venn Diagram worksheet.		
Lead a Class Discussion: Using the Venn Diagram activity, ask students to compare and contrast the narrative perspective. The discussion will be conducted as a traditional class discussion with emphasis on student perspective. Questions to ponder include: What were the similarities between the two texts? What were the differences between the two texts? How did the style of media change the narrative perspective? What feeling did the visuals convey compared to the feeling the verbal descriptions conveyed? How do you predict a movie with sound or even in color would alter the perspective even more? Look for students to make insightful comparisons between the two texts. Also, look for students to have a clear understanding of both perspectives and how they alter meaning.	Students listen, ask/answer questions, offer their interpretations, and take notes	20 Minutes
Wrap Up: Take any remaining questions students may have.	Students listen, ask questions, pack up materials	3 Minutes

Filet O Fish Billboards: <http://rawtoastdesign.blogspot.com/2011/03/tales-from-sea-new-advertising.html>

Filet O Fish Commercial: <http://www.youtube.com/watch?v=csrPT9CIVUc>

Watson, J.S, Weeber, M. (Director). (1928). Fall of the house of usher [DVD].

Venn Diagram Worksheet: <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Day 13

What I do:	What students do:	Time:
Administer QuickWrite: Considering today's culture and social contexts, how do you think <i>Fall of the House of Usher</i> would be different if written today? As students are walking in, hand out Media Project rubric	Students write; collect handout	7 Minutes
Introduce Media Project: Go over the rubric with the students in detail and answer any questions students have about what is expected of them. Describe to students that the purpose of the project is for them to explore how external elements such as media and personal interpretations affect the narrative perspective.	Students follow along; ask questions	15 Minutes
Share and Model Examples: Have a couple of sample projects on hand for the students to see. Allow students to pass around, share and examine the samples.	Students examine the project samples	3 Minutes
Create groups: Ask students to form groups of three to four people to do the project together.	Students assemble themselves into their desired group	2 Minutes
Brainstorming: Students will be allotted class time to begin to work on their projects. Walk around to answer questions, hear ideas, mediate group communications where needed	Students brainstorm ideas, communicate roles, plan and organize their project	20 Minutes
Wrap Up: Ask students to establish a	Students listen; reorganize the classroom; pack up their	3 Minutes

project concept before tomorrow's class if they have not done so already. Invite students to continue to work on the project/communicate outside of class	materials.	
---	------------	--

Day 14:

What I do:	What the students do:	Time:
Administer QuickWrite: Ask students to write down 3 different ideas for their project to share with their group.	Students write	7 Minutes
Media Center Day: Lead students to the media center where class will take place for the day	Students follow teacher to the media center	2 Minutes
Time to Work on Project: As students are working on their projects, walk around to answer questions, hear ideas, mediate group communications where needed. Also, make various art supplies available to students who need them.	Students assemble into their groups, work on their projects, gather materials	38 Minutes
Wrap Up: Help reorganize and clean up the media center. Invite students to continue to work on the project/communicate outside of class	Students reorganize and clean up the media center; pack up their materials	3 Minutes

Day 15

What I do:	What the students do:	Time:
Administer QuickWrite: What is the most important change to the perspective of <i>Fall of the House of Usher</i> do you feel your project will make?	Students write	7 Minutes
Administer Quiz: 5 questions	Students take quiz	15 Minutes

that pertain to this week's readings.		
Time to Work on Project: As students are working on their projects, walk around to answer questions, hear ideas, mediate group communications where needed. Also, make various art supplies available to students who need them.	Students assemble into their groups, work on their projects	35 Minutes
Wrap Up: Help clean up and reorganize the classroom. Invite students to continue to work on the project/communicate outside of class and take advantage of the weekend.	Students clean up and reorganize the classroom; pack up their materials	3 Minutes

- Assessment and Assessment Criteria
 - Did the student participate by writing during quickwrites?
 - Did the student share thoughts during class discussions?
 - Did the student make meaningful observations about the perspective of the text?
 - Was the student able to connect to the basic themes of narrative perspective and build on them to create an understanding to include external influences and contexts?
 - Was the student able to make a meaningful comparison between the different interpretations of the text as well as understand the changes made to the perspective?
 - Did the student arrive to class prepared each day?
 - Did the student ask questions and appear engaged?
 - How well did the student perform on the quiz?
 - Did the student actively participate in the media project?
 - Is the student doing a fair amount of work/their assigned role in the group project?

Name: _____

Date: _____

Quiz #3 – *Fall of the House of Usher*

Instructions: Answer the following questions in complete sentences in the space provided below

Question 1: Why does the narrator visit the House of Usher?

Question 2: How did the narrator know Roderick Usher?

Question 3: What is the name of the story that the narrator reads to Roderick?

Question 4: What does the doctor think Madeline was sick with?

Question 5: What happens at the end of the story?

Elizabeth Magulick

Christopher Pauling

Jeffery Zacharias

Media Project Presentations – Week 4

Days 16-18/50 Minute Periods Each:

- Lesson Overview: During the following lessons, the students will be finishing up their Media Perspective projects and presenting them to the class. Each group will share a small presentation to the class, and in turn the class will discuss the project in questions. Students will look for and analyze how each project impacted and changed the perspective of “The Fall of the House of Usher.” After all projects are presented, the class will have a wrap up discussion in which students will talk about how external elements such as the form of media can alter the perspective of a text, using experiences and observations from the project to make meaningful connections.
- Lesson Rationale: The previous week introduced the idea of students creating connections between perspective and external factors and contexts that shape it. The Media Perspectives project is a student created text to help them make those connections by having them reshape the text *Fall of the House of Usher* through a new form of media. By having each group share their finished product to the class, the students can see not only the changes their personal projects made to the text, but also see how their peers reimagined it. Also, through sharing the story through a series of diverse retellings, students can also see how not only did the form of media reshape the perspective, but that also the personalities and perspectives of the students in each group had an effect as well. Thus, students can further see external influence on narrative perspective and make personal connections to the text. The final discussion about the overall experience and the projects will help students to be able to share these connections and observations made throughout the experience as a whole.
- Lesson Objectives: Upon completion of the lesson, students will be able to:
 - Interpret and reinterpret texts as is appropriate through the active interpretation of the Media Project.
 - Make connections between their own identities and the contexts that influence them through observing how they personally influenced the direction of their projects.
 - Identify changes made in perspective and be able to articulate what those changes are through discussion of both personal projects and projects from other groups.
 - Describe, discuss and defend their work on a public level through the presentation and short discussion of their project.
 - Identify what and how external contexts influence narrative perspective through both personal experiences with the project and observing the experiences and projects of other groups.
 - Observe how their own perspectives can impact the perspective of a text through personal interpretation.

- Instructional Resources and Lesson Materials Needed:
 - Journals; Pens or Pencils
 - ELMO Projector
 - Project Materials (Dependent on what students have chosen for their project)
 - Media Perspective Project
 - Presentation Note Handout
 - Peer Evaluation Sheet (Found at the end of Media Perspective Rubric)

- Sunshine State Standards

The student will:

1. analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning (LA.1112.1.7.2)
2. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts (LA.1112.1.7.3)
3. analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text (LA.1112.1.7.5)
4. prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia (LA.1112.3.5.1)
5. sharing with others, or submitting for publication. (LA.1112.3.5.3)
6. demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations (LA.1112.5.2.1)
7. apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria; (LA.1112.5.2.2)
8. use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others' oral presentations according to designed rubric criteria (LA.1112.5.2.3)
9. use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations (LA.1112.5.2.4)
10. select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations) (LA.1112.6.4.1)

Day 16

What I do:	What the students do:	Time:
Administer QuickWrite: How has your perception of <i>Fall of the House of Usher</i> changed since working on the media project? If it hasn't changed, how have your perceptions been supported?	Students write	7 Minutes
Media Center Day: Lead students to the media center where class will take place for the day	Students follow teacher to the media center	2 Minutes
Time to Work on Project: As students are working on their projects, walk around to answer questions, hear ideas, mediate group communications where needed. Also, make various art supplies available to students who need them.	Students assemble into their groups, work on their projects, gather materials	31 Minutes
Presentation Preparation: The teacher gives a brief description of how presentations will work. A sign-up sheet is provided for groups to select the order in which they will present. Students may ask questions about presentations, or any remaining questions about the project itself.	Students listen/ ask questions and sign up for a presentation time	7 Minutes
Wrap Up: Help reorganize and clean up the media center. Advise students that the project is due tomorrow, and presentations will begin. Students are allowed to finish at home.	Students reorganize and clean up the media center; pack up their materials	3 Minutes

Day 17

What I Do:	What the Students Do:	Time:
------------	-----------------------	-------

Group Consultation: Groups that are scheduled to present are given time to discuss last minute arrangements for their presentation. Other students will be given provided a template handout in which to model their notes and help guide them in their observations.	Students consult among their groups.	7 Minutes
Group Set Up: The first group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation: The first group presents their media project.	Students present/take notes	5 Minutes
Discussion: The first group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Group Set Up: The second group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation: The second group presents their media project.	Students present/take notes	5 Minutes
Discussion: The second group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Group Set Up: The third group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation: The third group presents their media project.	Students present/take notes	5 Minutes
Discussion: The third group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Group Set Up: The fourth group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation:	Students present/take notes	5 Minutes

The fourth group presents their media project.		
Discussion: The fourth group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Wrap Up: Take any remaining questions students may have.	Students listen, ask questions, pack up materials	3 Minutes

Day 18

What I Do:	What the Students Do:	Time:
Group Consultation: Groups that are scheduled to present are given time to discuss last minute arrangements for their presentation. Other students will be given provided a template handout in which to model their notes and help guide them in their observations.	Students consult among their groups.	7 Minutes
Group Set Up: The fifth group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation: The fifth group presents their media project.	Students present/take notes	5 Minutes
Discussion: The fifth group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Group Set Up: The sixth group sets up their presentation.	Students set up project/prepare to take notes	2 Minute
Presentation: The sixth group presents their media project.	Students present/take notes	5 Minutes
Discussion: The sixth group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Group Set Up:	Students set up project/prepare	2 Minute

The seventh group sets up their presentation.	to take notes	
Presentation: The seventh group presents their media project.	Students present/take notes	5 Minutes
Discussion: The seventh group leads a short discussion based off student questions about their project.	Students lead discussion/ listen, ask/answer questions, offer their interpretations, and take notes	3 Minutes
Concept Wrap Up Discussion: Ask students to share their experiences with the project, compare and contrast the way the story was changed in each project, connect the project experience to what they have learned about narrative perspective up to this point, their understanding of how external contexts affect and shape narrative perspective.	Students listen, ask/answer questions, offer their interpretations, and take notes	5 Minutes
Peer Feedback: Students are to fill out the Peer Evaluation for each group member. Peer Evaluation form is found on the rubric they were provided. Students are instructed to remain anonymous. (Refer to the rubric entitled "Media Perspective Project")	Students fill out Peer Evaluation and return them to the teacher when done	2 Minutes
Wrap Up: Take any remaining questions students may have.	Students listen, ask questions, pack up materials, finish Peer Evaluation if they need more time	3 Minutes

- Assessment and Assessment Criteria
 - Did the student participate by writing during the quickwrite?
 - Did the student share thoughts during class discussions?
 - Did the student arrive to class prepared each day?
 - Did the student ask questions and appear engaged?
 - Did the student actively participate in the media project?
 - Is the student doing a fair amount of work/their assigned role in the group project?

- Was the class presentation of expected quality?
- Was the student able to both understand and articulate the changes in perspective between the original and modified texts?
- Did the group appropriately reinterpret the perspective according to the selected media?
- Did the students understand how their personal perspective impacted the perspective of the project text?
- Did the student lead their portion of the group discussion effectively?
- Did the student make meaningful connections between the various experiences and perspectives presented?
- Did the student assess their peers fairly?

Media Project Presentation Notes Model

Group Name: _____

- Give a quick summary of the presentation

- What did you feel the group did particularly well with their project?

- What did you feel this group could improve with their project?
- What were the main changes to the perspective made by the project?
- What changes to the perspective did you notice that the group may not have?
- What other important observations did you make about the project/presentation?

Elizabeth Magulick

Christopher Pauling

Jeffery Zacharias

An Intro to *Huckleberry Finn*

Days 19 & 20/ 50 Minute Periods Each:

- Lesson Overview: During the following lessons, students will be introduced to the novel *Huckleberry Finn* and the Papers from Another Perspective (PAP) assignment. Students will be given a general overview some issues in the novel. Students will use skills they have acquired throughout the unit and be encouraged to consider the values, traits, and experiences of the character Huck Finn through analyzing the issues in the novel. Students will also be given the instructions and rubric for the PAP assignment that will be due the end of this unit.
- Lesson Rationale: The point of these two days of lessons is to introduce the unit's main text, *Huckleberry Finn*. Students will be introduced to the author and the setting of the novel so they have an understanding of what the novel is about and so they can use their prior knowledge to understand the perspective of the narrator, *Huckleberry Finn*. Introductory framework and pre-reading exercises help students ease into reading with a better idea of the content. Likewise, pre-reading exercises will help students start to connect the text with prior knowledge and personal experience. Also, students will be given the instructions for the PAP assignment so that they can begin thinking about and working on the assignment while the class is reading the novel. Students are given the rubric along with the instructions so they have an understanding of what is expected of them and how they are assessed. The PAP assignment is meant to be a culminating text designed to ask students to re-interpret a portion of *Huckleberry Finn* from the perspective of another character. This is to allow students to interpret the story from a different perspective, analyze the unique perspective of the issues that are presented in the novel as well as the historical context of the novel and to synthesize and create a narrative perspective.
- Lesson Objectives: Upon completion of the lesson, students will:
 - Analyze themes and issues central to the narrative perspective of *Huckleberry Finn* through debate and discussion.
 - Make personal connections from those themes and issues presented to their own personal perspectives through thoughtfully answering the Opinionnaire and defending their arguments.
 - Understand the general setting of *Huckleberry Finn* through both the introduction of the central themes and the basic premise of the novel.
 - Start to understand and think about the perspective in *Huckleberry Finn* through both the introductory exercise of the Opinionnaire as well as through the introduction of the PAP Project.
- Instructional Resources and Lesson Materials Needed:

- Journals; Pens or Pencils
- ELMO Projector
- Opinionnaire Handout
- PAP Rubric
- Copy of Quiz 4

- Sunshine State Standards:

1. the student will listen to, read, and discuss familiar and conceptually challenging text (LA.1112.1.6.2)
2. the student will relate new vocabulary to familiar words (LA.1112.1.6.5)
3. the student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection (LA.1112.1.7.1)
4. the student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning (LA.1112.1.7.2)
5. the student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts (LA.1112.1.7.3)
6. the student will identify cause-and-effect relationships in text (LA.1112.1.7.4)
7. the student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests (LA.1112.3.1.1)
8. the student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style (LA.1112.3.1.3)
9. the student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience (LA.1112.3.2.1)
10. the student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression (LA.1112.3.2.3)

Day 19

What I Do:	What the Students Do:	Time:
Administer Quickwrite: What do you already know about the novel <i>Huckleberry Finn</i> ? What do you know about some of the contexts that frame the story? (These contexts include racism, slavery, the South, and 19 th century American history). Students will be provided with the Opinionnaire handout.	Students Write	7 Minutes
Opinionnaire: Give students time to fill out the Opinionnaire. Instruct students to rate each statement based on the scale provided (1 – Strongly Agree to 5 – Strongly Disagree) and to write a short opinion of the statement.	Students fill out Opinionnaire	5 Minutes
Class Discussion: Using the Opinionnaire, allow students to discuss each of the statements. The discussion will be conducted as an informal debate, with students both defending and discussing their perspectives on each of the statements. Look for students to share their personal perspectives, to make connections to the perspectives of others and create new personal meanings based on the discussion.	Students share/discuss/debate their responses to the Opinionnaire	25 Minutes
Novel Introduction: Using the issues in the	Students listen/take notes/ask questions	10 Minutes

Opinionnaire, introduce the students to the main text of the unit; <i>Huckleberry Finn</i> . Describe how the presented issues in the Opinionnaire relate to the idea of narrative perspective in the novel.		
Wrap Up: Take any remaining questions students may still have.	Students listen, ask questions, pack up materials	3 Minutes

Day 20

What I Do:	What the Students Do:	Time:
Administer Quickwrite: From yesterday's Opinionnaire, which statement was the most controversial to you? Why? As students are walking in, hand out PAP project rubric	Students Write	7 Minutes
Administer Quiz: 5 questions that pertain to the weeks readings. (Note: since there were no readings assigned for the week, questions will pertain to basic introductory facts about <i>Huckleberry Finn</i> that would've been presented in yesterday's introduction of the novel.)	Students take quiz	15 Minutes
Intro to PAP Project: Go over the rubric with the students in detail and answer any questions students have about what is expected of them. Describe that the purpose of the project is for them	Students follow along; ask questions	25 Minutes

to analyze and actively interpret and reintrept from a different narrative perspective.		
Wrap Up: Take any remaining questions students may still have. Also, assign the first reading portion of <i>Huckleberry Finn</i> to be done over the weekend.	Students listen, ask questions, pack up materials	3 Minutes

Copy of *Huckleberry Finn*: <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

- Assessment and Assessment Criteria
 - Did the student participate by writing during quickwrites?
 - Did the student share thoughts during class discussions?
 - Did the student arrive to class prepared each day?
 - Did the student ask questions and appear engaged?
 - How well did the student perform on the quiz?
 - Did the student fill out the opinion questionnaire thoughtfully?
 - Did the student analyze and create their personal perspective through meaningful debate?
 - Did the student learn from the personal perspective of their peers?
 - Did the student start to connect the presented issues to the narrative perspective of *Huckleberry Finn*?

Opinionnaire

Each of the following statements expresses an opinion. Rate each statement according to the scale below and write three complete sentences regarding your thoughts about the statement.

1) strongly disagree 2) somewhat disagree 3) unsure 4) somewhat agree 5) strongly agree

1. Overall, adults (18 years and older) are capable of making better decisions than minors (under 18 years old).
2. Minors are capable of making “adult” decisions if they have had “adult” experiences in their lives.
3. It is important to consider a person’s age when considering their perspective.
4. Its ok to stretch stories for entertainment purposes.
5. If you know where people live you know a lot about them.
6. If a person is uneducated you should not trust their judgment.
7. You can tell if a person is educated or uneducated by the way they talk and present themselves.
8. Educated people are trustworthy.
9. Sometimes it is ok to break the rules in order to do what is right.
10. Its ok to trick people if the trick doesn’t harm people.

Name: _____

Date: _____

Quiz #4 – *Huckleberry Finn* Introduction

Instructions: Answer the following questions in complete sentences in the space provided below

Question 1: In what year was the novel *Huckleberry Finn* written?

Question 2: Where does the novel *Huckleberry Finn* take place?

Question 3: How old is Huck Finn when the novel starts?

Question 4: Name two important characters from *Huckleberry Finn*

Question 5: Name one important theme or issue that *Huckleberry Finn* addresses.

Week 5 Lesson

Lesson Title: Opinionnaire Regarding *Huckleberry Finn*

Days 21 & 22/50 Minute Periods Each:

- Lesson Overview: In this lesson, students will complete discuss the opinionnaire regarding perspectives of adults vs. minors, educated vs. uneducated, and rules vs.

morals. Students will work in small groups to discuss their individual answers and how the statements relate to the novel *Huckleberry Finn*. Following the small group discussions the classroom will share the small group discussion highlights with the entire class.

- Lesson Rationale: The opinionnaire should invite disagreement among students and relate to issues that are central to the novel *Huckleberry Finn*. Students will be able to apply prior knowledge and experiences and refine their ideas. This exercise will serve as an essential resource for students to consider Huck Finn's narrative perspective and the character relations throughout the novel. (Smagorinsky, 2008).
- Lesson Objectives: Upon completion of the lesson, students will be able to:
 - Develop and refine their ideas and opinions regarding the statements on the opinionnaire
 - Have been given the opportunity to share their ideas with the peers in small groups and as a whole class
 - Consider the narrative perspective of Huck Finn
 - Be able to refer back to the opinionnaire to continuously refine their ideas
- Sunshine State Standards:

The student will:

1. determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts; (LA.1112.1.7.3)
2. prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; (LA.1112.3.1.1)

- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - *The Adventures of Huckleberry Finn* (the novel) and/or <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html> (computer)
 - Opinionnaire Handouts
 - ELMO
- Lesson Sequence:

Introduction/Lead In/Focus:

Students will be instructed that the opinionnaire is completely open to whatever answer they feel compelled to offer as long as they can support why they feel the way they do. They will be asked to respect the ideas of their peers, consider refining or developing their ideas to make them better, and to question their peers politely through discussion.

Explicit Instruction:

DAY 21

What I do:	What the students do:	Time:
Administer Quickwrite: How did Huck escape Pap? Do you think he had a good plan? What would you do differently?	Students write	7 minutes
Introduction and completion of Opinionnaire: I will pass out the Opinionnaire. I will explain that the opinionnaire instructions and that it should be completed with honest answers with a rating and three complete sentences. I will also model and example of an unrelated question on the ELMO so students understand. I will then ask if students have questions.	Students will listen to instructions and view modeling on ELMO. Students will complete opinionnaire individually by evaluating the main idea of the opinion from their prior knowledge and experience, including the text to date. Students will ask questions.	25 minutes
Small Group Sharing: I will divide students into small groups and ask them to share their answers to the opinionnaire. I will ask students respect and question their peers while they develop and refine their ideas regarding their answers and note their group highlights for each question. I will inform	Students will share their answers with their peers, develop and refine their ideas and note highlights for each opinion. Students will prepare their answers to share as a group the following day.	15 minutes

the students that tomorrow we will share and debate the opinionnaire as a whole class from their small groups. I will walk around visiting each small group and assist them if needed and redirect their focus if necessary.		
Wrap up: I will ask that students complete their work in the next few minutes, turn it in to me and organize the room properly. I will remind students that tomorrow we will be sharing the group highlights with the class as a large group and answer any questions. I will also remind them to read chapters 9 and 10.	Students will organize and clean the room. They will ask any questions they might have.	3 minutes

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student complete their opinionnaire with a rating and three sentences to support their answer? (Assess as walking the room for small groups, but do not collect so they can continuously reflect and refine ideas)
 - Did the student participate during the group brainstorm?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)

<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

DAY 22

What I do:	What the students do:	Time:
------------	-----------------------	-------

Administer Quickwrite: How did Huck's prank with the rattlesnake backfire? How do you think Huck felt about this? Has something like this ever happened to you? Explain.	Students write	7 minutes
Sharing discussion of Opinionnaire highlights: I will ask students to gather in their small groups from the previous day and put the opinionnaire on the ELMO. I will ask each group to share their highlights for each opinion. I will remind students to be respectful of each other's ideas. I will go around the room, allowing discussion on each opinion rotating which group starts the discussion for each opinion. I will prompt questions to get the discussions started if needed and call on quiet students to see if they are interested in contributing to the discussion if need be. I will also record the class discussion highlights on the ELMO opinionnaire.	Students get in the small groups from the previous day. Students will share their highlights for each opinion and respectfully discuss each side of the opinion in order to develop and refine their ideas.	40 minutes Approximately 4 minutes per opinion

Wrap up: I will ask students to organize the room properly. I will inform student that the following day will consist of a teacher led discussion reviewing the reading of the novel to date. I will also remind them to read chapters 11 and 12.	Students will organize and clean the room. They will ask any questions they might have.	3 minutes
--	---	-----------

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student participate in the large group classroom discussion?
 - Did the student consider the narration of the character Huck Finn?

Lesson Title: Connecting Personal Experiences with Character Disputes

Day 24/50 Minute Period:

- Lesson Overview: In this lesson students will reflect on a personal experience they had where they disagreed with another person and could not come to an agreement. They will be able to use prior knowledge from the reading, when Huck and Jim have a disagreement, and their personal experiences to identify what might have caused the disagreements and what outcomes and effects might have resulted. Students will make a list of valid points for both characters regarding their disagreement. Students will be asked in their personal experience if they have a different outlook now than when the experience took place.
- Lesson Rationale: When students reflect personal experiences, it helps them relate to problems encountered by characters in the literature. The act of writing can promote those experiences. This writing is informal and can be shared or kept private with respect to the student. The reason it is informal is to encourage the student to focus on the character relationship and their personal experience relationship along with the cause and effects of the experience. (Smagorinsky, 2008).

- Lesson Objectives: Upon completion of the lesson, students will be able to:
 - Consider character perspectives and valid arguments to both sides of a disagreement
 - Identify cause and effect relationships that are incorporated within the disagreement
 - Relate personal experiences to character experiences in order to consider if personal interests were involved.
- Sunshine State Standards:

The student will:

1. identify cause-and-effect relationships in text; (LA.1112.1.7.4)
2. prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; (LA.1112.3.1.1)

- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - *The Adventures of Huckleberry Finn* (the novel) and/or <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html> (computer)
 - ELMO
- Lesson Sequence:

Introduction/Lead In/Focus:

Students will use the quickwrite of the day in order to generate a list of ideas to write about a personal experience. Following the quick write I will introduce the personal experience writing assignment.

Explicit Instruction:

DAY 24

What I do:	What the students do:	Time:
Administer Quickwrite: What was the cause and effect	Students write	7 minutes

of Huck and Jim's argument? How did the argument result? Write three examples of a dispute you had with another person that was not resolved.		
Instruction of personal experience assignment (in class): I will explain to students that this is an informal writing assignment and that their assessment is only based on completion with a minimum of one page. I will ask students to write about one of the personal experiences from their quickwrite and how it is related to Jim and Huck's argument. I will ask them to write valid points for Jim and Huck each and if they had personal interests involved, in addition to their own experience and reflect on the cause and effect of both experiences. I will then provide a valid point and personal interest for Jim and Huck and share my own experience with the class as a model. I will ask students if they have questions.	Students listen to instructions, view model, and ask questions.	5 minutes
Monitor Students: I will walk the room to assist students if they need help and make sure they are on task.	Students will reflect how their personal experiences are related to Jim and Huck's situation and the cause and effect of both.	25 minutes

Sharing: I will ask students to volunteer to share their work if they would like by offering a summary of their experience and how it is related to the argument Huck and Jim had.	Students share a brief summary of their personal experiences if they desire.	10 minutes
Wrap up: I will ask students to turn in their personal experience writing and organize the room properly. I will inform student that the following day will consist of a reading quiz followed by a read aloud session. I will also remind them to read chapters 15 and 16 for tomorrow and that they will be turning in their journal entries to date.	Students will organize and clean the room. They will ask any questions they might have.	3 minutes

- Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- Did the student complete a list of valid points for each character and write one page reflecting a personal experience?
- Did the student consider the cause and effects of these experiences and their personal interests?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)

<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

Lesson Title: Reading Aloud for Author, Narrator, and Character Effects on Meaning of Text

Day 25/50 Minute Period:

- Lesson Overview: In this lesson students will read aloud (as well as listen to the teacher read aloud) starting with chapter 17 and continue as long as the period allows with interruption for discussion that is teacher or student prompted. Students will also take a reading quiz and turn in journal entries to date.
- Lesson Rationale: When teachers read aloud to students, they are able to identify changes in tone and emotion in addition to making an audio connection with the reading of the text. When students read aloud they are given the ability to speak and read in front of their peers and build confidence in their reading. (Smagorinsky, 2008).
- Lesson Objectives: Upon completion of the lesson, students will be able to:
 - Read aloud, listen and discuss the text
 - Identify author, narrator, and character purpose and influence of the text and how they affect meaning
- Sunshine State Standards:

The student will:

1. listen to, read, and discuss familiar and conceptually challenging text; (LA.1112.1.6.2)
2. analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning; (LA.1112.1.7.2)

- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - Week 5 Quiz
 - *The Adventures of Huckleberry Finn* (the novel) and/or <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html> (computer)
- Lesson Sequence:

Introduction/Lead In/Focus:

I will begin the class by informing students that the session will be used to read aloud by the teacher and students and that we will be stopping to discuss questions and ideas relating to the text regarding the author's purpose, the perspective of the narrator or characters and how they affect the meaning of the text.

Explicit Instruction:

DAY 25

What I do:	What the students do:	Time:
Administer Quickwrite: What story does Huck create in chapter 16 to keep the men from finding Jim? Do you think it was acceptable for Huck to make up this story? Explain.	Students write	7 minutes
Administer Quiz: 5 questions that cover the terms from 5 th week.	Students take quiz.	15 minutes
Read Aloud and Discussion Instructions: I will inform students that we will begin reading chapter 17 aloud. I will ask for volunteers to read and students will get participation points for reading and/or discussing. Students are not required to read and may pass if they desire. I will ask that I designate stopping points for questions and discussions and for students to wait until the stopping point if they would like to ask a question or discuss a part of the text regarding the author, narrator, or other characters effect on the meaning of the text.	Students listen to instructions.	2 minutes
Read aloud Discussion: I will read aloud a portion of the text and ask for volunteers. If no	Students will read, listen, and discuss the text.	23 minutes

students volunteer I will randomly ask students to participate, but they will still have the option to pass. I will designate stopping points for the readers and allow for student prompted discussions or prompt a short discussion based on the reading.		
Wrap up: I will collect journal entries to date and ask students to organize the room properly. I will ask students if they have any questions and remind them to read through chapter 22 for the next class.	Students will organize and clean the room. They will ask any questions they might have.	3 minutes

- Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- How well did the student perform on the quiz?
- Did the student read aloud or participate in discussion?
- Did the student consider the author, narrator or other character's perspective and how they might affect the meaning of the text?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

Name_____

Date_____

Quiz 5

Write your answers in complete sentences

1. How did Huck escape Pap?

3. Where did Huck meet Jim?

3. If the rattlesnake was dead, how did it bite Jim?

4. What is Jim and Huck's argument about and how is it resolved?

5. What does Huck tell the men he meets along the river that want to take a look at his raft?

Lesson Title: Putting Mark Twain on Trial

Days 26-30/50 Minute Periods Each:

- Lesson Overview: In this lesson students will be putting the author on trial. Students will be divided into three small groups; each group will split equally and take the side of the prosecutor (reader) or defense (author). Students will use a simple format of question and answer with a limit of one rebuttal for each topic. Each prosecution and defense team will develop four topics that they will use for evidence to support their case. Day 26 will be used to introduce the assignment and for prosecutors and defense working together to define topics. Day 27 will be used for the defense and prosecution teams to separate and research supporting evidence. Days 28-30 will be used for prosecution and defense teams to cross-examine each other in front of class and sustained silent reading. It is recommended that students be creative, but they must incorporate teacher suggestions (use of English language, use of descriptive or figurative language, and author impact and meaning of text) or have their own topic approved.
- Lesson Rationale: During this exercise students will learn to work cooperatively in order to prosecute or defend the author for using student-developed topics and supported research. Students will have the opportunity to delve deeper in the reading by developing topics and researching the novel and other supporting texts if desired. Topics also allow students to meet the Florida Sunshine Standards. (Smagorinsky, 2008, Florida Sunshine State Standards, 2010).
- Lesson Objectives: Upon completion of the lesson, students will:
 - Work cooperatively in small groups
 - Identify use of the English Language during the era the novel was produced
 - Identify the author's impact and meaning and how it affects readers
 - Identify the use of descriptive or figurative language and how it affects the meaning of the text
 - Present cross-examinations
- Sunshine State Standards:

The student will:

1. describe changes in the English language over time, and support these descriptions with examples from literary texts; (LA.1112.2.1.9)
 2. analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; (LA.1112.1.7.5)
 3. analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions; (LA.1112.2.1.7)
- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - *The Adventures of Huckleberry Finn* (the novel) and/or <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html> (computer)
 - Flip charts and markers
 - Use of library or internet for additional research
 - Any supporting evidence students deem relevant/appropriate to support their case
 - Timer
 - Lesson Sequence:

Introduction/Lead In/Focus:

I will explain the purpose and format we will use to put the Author On Trial. Students will be given suggested topic examples and the rubric prior to starting their work.

Explicit Instruction:

DAY 26

What I do:	What the students do:	Time:
Administer Quickwrite: write one example for each of the following: 1. An example of the authors impact on the	Students write	7 minutes

<p>meaning of the novel</p> <p>2. The use of figurative or descriptive language</p> <p>3. A variation of the English Language used in the novel that is not used today.</p>		
<p>Introduce Author On Trial: I will handout worksheets with instructions and rubrics to introduce the Author on Trial assignment. I will specifically review that students must be respectful and appropriate with this assignment. I will ask if students have questions. I will divide students into 3 groups and tell them who will be prosecutors and who will be defenders.</p>	<p>Students listen and follow along with instructions and rubric. Students can ask questions. Students are divided into groups.</p>	<p>15 minutes</p>
<p>Topic Development and Research: I will walk the room to assist groups with topic development. I answer questions and keep students focused on their tasks</p>	<p>All students (prosecutors and defenders) will brainstorm and develop four topics for cross-examination.</p>	<p>21 minutes</p>
<p>Wrap up: I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read through chapters 23 and 24 for the next class. Remind students that PAP first drafts are due Day 31 for peer review.</p>	<p>Students will organize room and ask questions.</p>	<p>3 minutes</p>

- Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- Did the student cooperate with their group members?
- Did the student stay on task?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)

<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

<http://www.floridastandards.org/homepage/index.aspx>

DAY 27

What I do:	What the students do:	Time:
Administer Quickwrite: What have you learned about your topic so far? How do you feel your opponent will refute your topic? What will you do to defend your position?	Students write	7 minutes
Research Topic Support: I will ask students to gather in small groups of prosecutor and defense teams to research topic support. I will walk the room to assist groups with questions and keep students focused on their tasks.	Students work in small groups of prosecutors and defenders to research support for their topics	40 minutes
Wrap up: I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read chapters 25 and	Students will organize room and ask questions.	3 minutes

26. Remind students that PAP first drafts are due Day 31 for peer review.		
---	--	--

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - Did the student cooperate with their group members?
 - Did the student stay on task?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

DAY 28

What I do:	What the students do:	Time:
Administer Quickwrite: As a take-home, students will be asked to show their quickwrite the following class period: What is your impression of the Duke and the King? List three ways they take advantage of people.	Group putting Author on Trial will move into place. Students write down quick write assignments.	2 minutes
Administer Author on Trial: I will assist students with format if they have difficulties of the procedure and keep the time to make sure all topics and rebuttals are no longer than 3 minutes each. Any	Group putting Author on Trial will cross-examine each other while other students watch	40-45 minutes

time left at the end of class I will allow for students to use for Sustained Silent Reading.		
Wrap up: I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read chapters 27 and 28. Remind students that PAP first drafts are due Day 31 for peer review.	Students will organize room and ask questions	3 minutes

• Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- Students on trial are assessed according to the rubric.
- Did other students show respect and pay attention to the group on trial?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

DAY 29

What I do:	What the students do:	Time:
Administer Quickwrite: As a take-home, students will be asked to show their quickwrite the following class period: Give two examples of how Huck Finn sets himself up for trouble, but redeems himself	Group putting Author on Trial will move into place. Students write down quick write assignments.	2 minutes

in time to get out of it. What would you do differently in those two cases.		
Administer Author on Trial: I will assist students with format if they have difficulties of the procedure and keep the time to make sure all topics and rebuttals are no longer than 3 minutes each. Any time left at the end of class I will allow for students to use for Sustained Silent Reading.	Group putting Author on Trial will cross-examine each other while other students watch	40-45 minutes
Wrap up: I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read chapters 29 and 30. Remind students that PAP first drafts are due Day 31 for peer review.	Students will organize room and ask questions	3 minutes

- Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- Students on trial are assessed according to the rubric.
- Did other students show respect and pay attention to the group on trial?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

DAY 30

What I do:	What the students do:	Time:
Administer Quickwrite and Quiz: As a take-home, students will be asked to show their quickwrite the following class period: What do you think about the place Huck decided to hide the money? Was this a good or bad place and why? Where would you have hid the money if you were Huck? Students take home Week 6 Quiz.	Group putting Author on Trial will move into place. Students write down quick write assignments.	2 minutes
Administer Author on Trial: I will assist students with format if they have difficulties of the procedure and keep the time to make sure all topics and rebuttals are no longer than 3 minutes each. Any time left at the end of class I will allow for students to use for Sustained Silent Reading.	Group putting Author on Trial will cross-examine each other while other students watch	40-45 minutes
Wrap up: I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read chapters 31-36. Remind students that PAP first drafts are due Day 31 for peer review.	Students will organize room and ask questions	3 minutes

- Assessment and Assessment Criteria:
 - Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
 - How did the student perform on the take-home quiz?

- Students on trial are assessed according to the rubric.
- Did other students show respect and pay attention to the group on trial?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

Name_____

Date_____

Quiz 6

Write your answers in complete sentences

1. Where does Huck hide the money so that the Duke and the King don't run off with it?
2. Who does Huck claim he is with Aunt Sally and Uncle Silas?
3. Who helps Huck rescue Jim?
4. How is Jim rescued?
5. Where will Huck go at the end of the story?

Week 7 Lesson

Lesson Title: Peer Reviewing PAP

Days 31/50 Minute Period:

- Lesson Overview: In this lesson students will peer review PAP. Students will edit two rough drafts for capitalization, punctuation, spelling, and the proper use of adjectives.

Students must be prepared by providing two rough drafts without their assigned number only, not a name. (We are assuming that students have peer reviewed in prior units).

- Lesson Rationale: Peer reviewing has many benefits. It allows students to become better editors of their own work and that of their peers. By reviewing capitalization, punctuation, spelling, and the proper use of adjectives, students strengthen their own writing skills and have the opportunity to view different writing styles and perspectives. By avoiding the use of student names on the papers and using numbers instead, students will not know who's paper they are reviewing, therefore this eliminates any bias. (Smagorinsky, 2008).
- Lesson Objectives: Upon completion of the lesson, students will:
 - Reviewed 2 peer PAPs
 - Identified errors for capitalization, proper adjectives, punctuation, and spelling
 - Used proper editing strategies to refine the draft
 - Be able to revise their PAP for a second or final draft
- Sunshine State Standards:

The student will:

1. edit for correct use of capitalization, including names of academic courses and proper adjectives; (LA.1112.3.4.2)
2. edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics; (LA.1112.3.4.3)
3. revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics); (LA.1112.3.3.4)

- Instructional Resources and Lesson Materials Needed:
 - Notebook Paper, Pens or Pencils
 - *The Adventures of Huckleberry Finn* (the novel) and/or <http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html> (computer)
 - Students to provide 2 rough drafts for peer editing
- Lesson Sequence:

Introduction/Lead In/Focus:

I collect the take-home quizzes and observe the take-home quickwrites while I collect student's rough drafts for peer review and then redistribute them to the class in random order. Students will be given twenty minutes for each peer review.

Explicit Instruction:

DAY 31

What I do:	What the students do:	Time:
Administer Quickwrite: I will collect take-home quizzes and administer quickwrite: Compare and contrast Tom Sawyer and Huck Finn. Who is more educated? Who is more realistic? Explain your answers	Students write	7 minutes
Administer Peer Review #1: I will walk the classroom to assist students that have questions. I will also observe students to make sure they focused on their task. Students who are finished will turn in peer reviews to my desk and be encouraged to Silent Read until they are told it is time for the 2 nd peer review. I will organize peer reviews by number.	Students will write their name as the editor at the top of the paper and edit peer PAP for spelling, capitalization, punctuation and proper use of adjectives. They will also be asked to write 3 positive comments and 3 suggestions for improvement.	20 minutes
Administer Peer Review #2: I will walk the classroom to assist students that have questions. I will also observe students to make sure they focused on their task.	Students will write their name as the editor at the top of the paper and edit peer PAP for spelling, capitalization, punctuation and proper use of adjectives. They will also be	20 minutes

Students who are finished will turn in peer reviews to my desk and be encouraged to Silent Read until they are told it is time for the wrap up. I will organize peer reviews by number.	asked to write 3 positive comments and 3 suggestions for improvement.	
Wrap up: I will allow students to pick up peer reviews from my desk. I will ask students to organize the room properly. I will ask students if they have any questions and remind them to read chapters 37 and 38. Remind students that PAP final drafts and all final work is due Day 35.	Students will organize room and ask questions	3 minutes

- Assessment and Assessment Criteria:

- Did the student participate in writing during quickwrite and did their entry show thoughtful reflection on the topic?
- Did the student make an effort to correct spelling, capitalization, punctuation, and proper adjectives? (assess when peer reviews are turned in with final assignment)
- Did the student make valid comments and suggestions? (Assess when peer reviews are turned in with final assignment)
- Did the student stay on task and read silently if they finished early?

References:

Smagorinsky, P. (2008). Teaching English by design: How to Create and Carry Out Instructional Units. Portsmouth, NH: Heinemann. (ISBN: 978-0-32500980-3)
<http://etext.virginia.edu/toc/modeng/public/Twa2Huc.html>

Note: There are two separate versions of the Opinionnaire lesson provided in this unit. An alternative to either of them could be the follow Jigsaw Activity. Students are divided up into 5 groups, each being given a biography of a character (or Mark Twain). After reading over each brief biography, students are to create a body biography to correspond with the information provided. Once the students are done, each group shares their body biography to the class. Discussion about the characters follows and wraps up the activity. The activity can be a 1 to 2 day event, depending on how detailed you want the body biographies/discussion to be.

Jigsaw Activity Handouts

Jigsaw Activity: *Huckleberry Finn* Character Biography

Huckleberry Finn – Huckleberry Finn is the main protagonist and title character of the novel. He is roughly 13 years old when the novel begins. Huck's mother has died, and his father is 'Pap' Finn, who is an abusive alcoholic and the town drunk. Because of this, Huck is very much against alcohol. He is also homeless. He sleeps on doorsteps and relies on either the charity of others or stealing his food in order to survive. He lives a carefree life and has never gone to school. Huck is also mischievous, leading many to believe he is a juvenile delinquent. At the beginning of the novel, he has been adopted by the Widow Douglas, who tries to send him to school and raise him properly. He is eventually kidnapped by his jealous father, who does not want Huck to be educated. Huck escapes, and becomes friends with Jim, an escaped slave. They both attempt to raft up the Mississippi River.

"Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece -- all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round -- more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would civilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back." – *Huckleberry Finn*, Chapter 1

Jigsaw Activity: *Huckleberry Finn Character Biography*

Jim – Jim is an African American slave at the time when slavery was legal in the South. He is owned by Miss Watson, who is the sister of the Widow Douglas. Jim has decided to run away because of Miss Watson's plans to sell him for \$800. His goal is to run away to Ohio, so that he may find work, and make enough money in order to free his family, who are all also slaves. Jim also has a daughter who is deaf. Jim is trusting, even to the point of being gullible. Being a slave, Jim has not received an education. However, Jim has a strong sense of right from wrong. Huck eventually helps Jim escape, and they attempt to raft up the Mississippi River towards the North and freedom.

"Tom said he slipped Jim's hat off of his head and hung it on a limb right over him, and Jim stirred a little, but he didn't wake. Afterwards Jim said the witches bewitched him and put him in a trance, and rode him all over the State, and then set him under the trees again, and hung his hat on a limb to show who done it. And next time Jim told it he said they rode him down to New Orleans; and, after that, every time he told it he spread it more and more, till by and by he said they rode him all over the world, and tired him most to death, and his back was all over saddle-boils. Jim was monstrous proud about it, and he got so he wouldn't hardly notice the other niggers. Niggers would come miles to hear Jim tell about it, and he was more looked up to than any nigger in that country. Strange niggers would stand with their mouths open and look him all over, same as if he was a wonder. Niggers is always talking about witches in the dark by the kitchen fire; but whenever one was talking and letting on to know all about such things, Jim would happen in and say, "Hm! What you know 'bout witches?" and that nigger was corked up and had to take a back seat. Jim always kept that five-center piece round his neck with a string, and said it was a charm the devil give to him with his own hands, and told him he could cure anybody with it and fetch witches

whenever he wanted to just by saying something to it; but he never told what it was he said.” –
Huckleberry Finn Chapter 2

Jigsaw Activity: *Huckleberry Finn* Character Biography

Pap Finn – Pap is the father of Huckleberry Finn. He is an alcoholic, and the town drunk. He is not a very active father, as he is not around very often. When he is, Pap is physically abusive. Pap lives in poverty, as any money he gets he spends on alcohol. At the beginning of the novel, Pap is angry that Huck has started going to school. Pap did not receive an education, and is jealous of his son. He feels this is Huck trying to be better than he is. For this reason, Pap does not want Huck to live with the Widow Douglas. In the beginning of the novel, the town believes that Pap has drowned in the river. In fact, Pap was a live, and proceeds to kidnap Huck.

“Pap he hadn't been seen for more than a year, and that was comfortable for me; I didn't want to see him no more. He used to always whale me when he was sober and could get his hands on me; though I used to take to the woods most of the time when he was around. Well, about this time he was found in the river drowned, about twelve mile above town, so people said. They judged it was him, anyway; said this drowned man was just his size, and was ragged, and had uncommon long hair, which was all like pap; but they couldn't make nothing out of the face, because it had been in the water so long it warn't much like a face at all. They said he was floating on his back in the water. They took him and buried him on the bank. But I warn't comfortable long, because I happened to think of something. I knowed mighty well that a drowned man don't float on his back, but on his face. So I knowed, then, that this warn't pap, but a woman dressed up in a man's clothes. So I was uncomfortable again. I judged the old man would turn up again by and by, though I wished he wouldn't.” - *Huckleberry Finn*, Chapter 2

Jigsaw Activity: *Huckleberry Finn* Character Biography

Widow Douglas – The Widow Douglas is a forty year old woman who has adopted Huckleberry Finn at the beginning of the novel. Huck saved her life when he uncovered a plot to mutilate and murder her. Because of this, the Widow Douglas felt that she owed him her life, and took him in. She feels that it is her responsibility to educate and civilize Huck. As her name suggests, the Widow Douglas' husband is dead, and she lives alone. Her sister, Miss Watson, owns Jim as her slave and is planning to sell him. She is described in the book as 'fair and smart.' The Widow Douglas is well mannered, and lives an orderly and proper lifestyle.

“The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it. She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all cramped up. Well, then, the old thing commenced again. The widow rung a bell for supper, and you had to come to time. When you got to the table you couldn't go right to eating, but you had to wait for the widow to tuck down her head and grumble a little over the victuals, though there warn't really anything the matter with them, -- that is, nothing only everything was cooked by itself. In a barrel of odds and ends it is different; things get mixed up, and the juice kind of swaps

around, and the things go better. After supper she got out her book and learned me about Moses and the Bulrushers, and I was in a sweat to find out all about him; but by and by she let it out that Moses had been dead a considerable long time; so then I didn't care no more about him, because I don't take no stock in dead people.” – *Huckleberry Finn*, Chapter 1

Jigsaw Activity: *Huckleberry Finn* Character Biography

Mark Twain – Mark Twain is the author of the novel *Huckleberry Finn*. He also wrote *Tom Sawyer*, and the two are among his most famous works. Other notable works are *A Connecticut Yankee in King Arthur's Court* and *The Prince and The Pauper*. His real name is Samuel Clemens. He was born on November 12, 1835 in Missouri. It is notable that Missouri was a slave state: a state in which slavery was legal. Growing up, Twain became familiar with the workings and issues of slavery. He was the sixth out of a family of seven children. He grew up on the banks of the Mississippi River; when he was 4, his family moved to the town of Hannibal, Missouri. This town eventually became the inspiration for the novel's fictional setting of St. Petersburg. Besides being an author, he worked other jobs; such as working as a publisher and a steamboat pilot. Twain enjoyed travelling very much. He travelled across America as well as through Europe and the Middle East. Other interests besides writing included science, technology and parapsychology. He was married in 1870 to a woman named Olivia Langdon. Through her, he met many famous abolitionists of the time, including Harriet Beecher Stowe and Fredrick Douglass. He had 4 children with Olivia: 3 daughters and a son. His son, Langdon died while he was just an infant. In 1907, Twain was given an honorary Doctoral degree in Literature by Oxford University. Twain died on April 21, 1910. Interestingly enough, Halley's Comet passed by Earth around both his birthday and the date of his death.

Teacher Instructions: Cut each of the biographies out on the dotted line. Pass one out to each of the five groups.

Sources:

http://en.wikipedia.org/wiki/Huckleberry_Finn_%28character%29

http://en.wikipedia.org/wiki/Jim_%28Huckleberry_Finn%29

http://en.wikipedia.org/wiki/List_of_Tom_Sawyer_characters

http://en.wikipedia.org/wiki/Mark_Twain

Narrative Perspective Concept Unit: Master Calendar					
WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	Intro Day #1	Intro Day #2	Gossip Gossip	Egypt Opinions	Mixed Media
Bell Work	Narrator Types	Personal Narr	Gossip Story	Media Stance	Video/Quiz
Activity	Scenario	Group Disc	SOAPStone	Sm Group Disc	Clips/Disc
Wrap up	Personal Ex	Reliable vs UR	Personal vs. N	Dialogue Rev	Collect JE
Homework	JE #1	JE #2	JE #3	JE #4	JE #5 Read LD
WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Lesson Title	Last Duchess	Why I Live PO	A & P	Yellow Wallppr	Yellow Wallppr
Bell Work	Reading Rev	Reading Rev	Reading Rev	Reading Rev	RR/Quiz
Activity	Ushape Disc	Ushape Disc	Socratic Sem	Group Disc	Tchr-led Disc
Wrap up	Authors Reason	Author Reason	Author Reason	Author Reason	Intro FHU
Homework	JE#6 Rd PO	JE #7 Rd A&P	JE #8 Rd YW#1	JE #9 Rd YW#2	JE #10 Rd FHU
WEEK 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	FHU	FHU Venn D	Project Intro	Work Day	Work Day
Bell Work	Reading Rev	FHU Persp	FHU Today	3 Pjct Ideas	Quiz
Activity	Tchr-led Disc	Video/Disc	Grp Brainstorm	Media Ctr Work	Project Work
Wrap up	Question Rev	Question Rev	Est. Concept	None	Collect JE
Homework	JE #11	JE #12	JE #13/Concept	JE #14	JE #15
WEEK 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	Project Wrapup	Presentations	Presentations	Hello Huck!	PAP Project
Bell Work	Project Persp	Group Consult	Group Consult	You know HF?	Quiz
Activity	Media Ctr Work	Group Present	Group Present	Chrtr Bios	Intro to PAP
Wrap up	Pres. Prep	Group Rev ?'s	Group Rev ?'s	Intro to HF	Rubric Review
Homework	JE #16	JE #17	JE #18	JE #19 Rd 1/2	JE #20 R 3-8

Narrative Perspective Concept Unit: Master Calendar (Cont.)

WEEK 5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	Opinionnaire	Opinionnaire	HF Discussion	Personal Exp	HF Read Aloud
Bell Work	Reading Rev	Reading Rev	Reading Rev	Reading Rev	RR/Quiz
Activity	Op Wkst ?'s	Disc Op Wkst	SSR	Write/Share PE	Read Along

Wrap up	Student ?'s	Student ?'s	Tchr-led Disc	Student ?'s	Collect JE
Homework	JE #21 R 9/10	JE #22 R 11/12	JE #23 R 13/14	JE #24 R 15/16	JE #25 R17-22
WEEK 6	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	Author on Trial	Author on Trial	Author on Trial	Author on Trial	Author On Trial
Bell Work	Reading Rev	Reading Rev	QW Take-home	QW Take-home	QW/QZ T-H
Activity	Int/Topic Dev	Support Rsch	Cross-Examine	Cross-Examine	Cross-Examine
Wrap up	Student ?'s	Student ?'s	Student ?'s	Student ?'s	Student ?'s
Homework	JE #26 R23/24	JE #27 R25/26	JE #28 R27/28	JE #29 R29/30	JE #30 R31-36
WEEK 7	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title	Peer Review	Work Day	Work Day	Conclusion	Unit Wrap-up
Bell Work	Reading Rev	Reading Rev	Reading Rev	Reading Rev	RR/Quiz
Activity	PAP Reviews	Indv Work Day	Indv Work Day	Tchr-led Disc	Rev Opnnaire
Wrap up	Student ?'s	Student ?'s	Student ?'s	What's Due	Collect All Work
Homework	JE #31 R37/38	JE #32 R 30/40	JE #33 R41-43	Finish All Work	Free Wkend!